Brick & Click Libraries

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Brick and Click Libraries

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Abstract

Libraries know that in order to stay relevant with users, they must provide something Google can't - a personal connection. At the University of Wisconsin - Eau Claire's McIntyre Library, librarians have been given the freedom to change the atmosphere and break stereotypes typically associated with the library and librarians. Unfortunately, there is one hitch: the library has little to no money to put towards events or campaigns. To break stereotypes, the library freely or cheaply has: used Facebook for student contests, hosted programs not typically associated with an academic library (story time), rethought the library giveaway (fortune cookies and free coffee), introduced leisure activities into the library, and participated in dress-up days within the library and outside of the library (intramural ultimate frisbee and bowling leagues) for staff and student workers.

As a result of these efforts, the library has seen an increase in communication and participation between departments and increased door counts. By changing the atmosphere in the library and challenging stereotypes associated with librarians, the library has become a fun and productive place of work for library staff in addition to a place where students, faculty, and staff want to meet friends, study, or conduct research.

Leveraging Technology, Improving Service: Streamlining Student Billing Procedures

Colleen S. Harris
Head of Access Services
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Abstract

Until late 2009 at the NCSU Libraries, the only library charges sent to the university cashier's office and attached to student accounts were charges for lost books. All other fines and fees (such as for overdue reserve items, overdue recalled items, and lost items) remained only in the library's ILS. No bills were sent to patrons notifying them of charges on their account.

Consequences of this system included that a student may have his or her account blocked at the library but have no indication of those charges on their university statement, thus being surprised (and inevitably upset) at the service desk when they were told they may not check items out until their account was clear. In addition, due to delays in sending over the bills, a student might pay the library before the bill had hit their account at the cashier's office, the result being that the student pays the fine, clears it at the library, and later the captured bill is entered into their student account, creating a new bill, and blocking the student from registering for a bill they have already paid. Another consequence of this system was the incredible investment of staff time. Staff had to look at an ILS report to see which lost book charges were paid at the library, make a list and request that the cashier's office credit those student accounts. Another report from the cashier's office reporting library bills paid was sent to staff who then had to manually input each payment into the corresponding student record in the ILS to reflect the change.

Through coordination between the Access Services department, the library's Finance & Business office, the ILS administrator from the IT department, as well as the university's cashier office, the NCSU Libraries implemented an automated billing script. All charges created on student accounts by the ILS, as well as all bills paid at the library and entered into the patron record in the ILS, now go to the cashier's office daily in a file which is uploaded and applied to student accounts. Working on this project allowed us to revisit the library's fines and fees schedule, identify which library units were charging users for services, update the library's website information for clarity, maximize the use of the tools available within the ILS for notification of charges, and address issues with the fine petitioning process.

Challenges we encountered during the implementation included: coordinating between university offices; finding that due to technological limitations, the automated billing script only works for bills created on or after the implementation date; dealing with the impact of failure to properly discharge items at the service desk; and experiencing increased fine petitions now that the student population is more informed about library charges accrued.

The results of the project have been incredible. Before the implementation of sending all library charges to student accounts, nearly 85% of those charges were never resolved. Within three months of the implementation, the resolution rate is nearly 80%. The Access & Delivery Services department instituted quality control for discharging items to reduce erroneous billing, and the incidence of students petitioning fines has increased. Students find it easier to pay their library fines now that fines are included in their university accounts, since the cashier's office provides online payment options (while the library does not). The Libraries are considering going cashless at service points now that library fines can be paid online directly to the cashier, and are hoping to implement the second half of the project, which will automate bill payment information from the cashier's office into the ILS.

Introduction

There are any number of articles and books on the issue of whether or not libraries should issue fines and charges for borrowers who return materials late, lose or damage them. One study demonstrated that users themselves agree that fines serve as an effective deterrent to keeping items past the due date (Anderson 217). Sifton recommends that libraries focus on getting materials back, as opposed to punishing patrons, and assess only replacement costs for items (3). Another author considers both the positive and negative effects of assessing library fines for overdue materials, pointing out that the argument to support the use of fines can be summarized in three parts: "ensuring stock is efficiently circulated; ensuring library users to be community-minded; and to raise income" (McMenemy 79). The argument against fines is essentially that such charges present a barrier to accessing the collections, which, while problematic, does not create such a barrier to use that it should outweigh "efficient and equitable circulation" of the library's materials (McMenemy 81).

Some libraries do not charge late fines. Some libraries apply a hybrid format, where high demand materials (like technology items, media/DVDs, or course reserves) accrue late fees, but the regular circulating materials collection only accrue charges on the user account once items are so long overdue as to be considered lost ("Lupton Library"; "Rules on Overdue Materials").

Collecting fees and fines differs not only by library, but among patron types. For many academic libraries, while affiliated users (students, staff and faculty) are dealt with directly through the university's cashier or bursar's office, Mitchell addresses the issue of users who may not be directly affiliated with the academic institution, which can present challenges (33). Nicewarner highlights the solution at one university library to require non-affiliated patrons to have a valid credit card on file to maintain active privileges, providing a method for fine payment; another university library lists fifteen types of patrons and the requirements for library privileges of each ("Borrower Status").

And so while the literature documents the "to fine or not to fine" discussion, there is markedly less discussion on effective ways of specifically how users are billed and managing user billing processes, particularly in academic libraries. Aside from the odd exploration of developing a fee-for-use billing system (te Grotenhuis and Heijnekampit), it is difficult to find documentation on designing integration between campus and library systems for billing. Many of us rely on the billing function within our integrated library system (ILS), but depending on where we work, the ILS we work with, how many dedicated information technology staff we have, and our relationship with record keepers in different offices around campus, our methods of billing our students for accrued library charges differ greatly. Perhaps we take it for granted that our ILS does most of the work for us. In any case, unless users do not accrue any sort of charges, the library must decide what to charge them for, and how to bill those charges. In most cases, the Access Services staff handles user fines and fees, since the circulation desk is often the heaviest point of patron contact.

NCSU Libraries: A Brief Look at the Past

Until late 2009 at the North Carolina State University Libraries, library users were rarely billed for accrued charges. No bills were sent to users either via paper form or email generated by the ILS notifying them of charges on their account, and the only notification occurred if the user came to the service desk and the staff member helping them told them about the charge on their account. The only library charges sent to the university cashier's office and attached to student accounts were charges for lost items. All other fines and fees (such as for overdue reserve items, overdue recalled items, and overdue technology items) remained only in the library's ILS. While the collection rate on the charges sent to the cashier's office and applied to the student's financial account with the University was close to 95%, the collection rate of the charges not sent to the cashier's office – those which remained solely in the ILS – was less than 16%.

This system took an incredible investment of staff time. Access & Delivery Services (ADS) staff had to look at an ILS report to see which lost book charges were paid at the library, generate a readable list and send it to the cashier's office with a request to credit those student accounts. Due to the nature of such legwork as well as the already-existing workflows in both offices, as well as the lack of a dedicated position in ADS for dealing with user finances, this created delays in addressing issues with user accounts.

On the other side of report generation and processing, the list the cashier's office generated of bills paid into an Excel spreadsheet then had to be manually entered one by one into the ILS by a staff member. Due to a multi-semester backlog of payments during which time there had been no Accounts Receivable manager in ADS and the over fifty new entries to that spreadsheet every day, it was difficult to catch up on posting payments into the ILS. In May 2010, there were over 350 payments from as far back as 2008 that had been made at the cashier's office which were still not reflected in the user account at the Libraries – and that was six months *after* a departmental reorganization which gave us a much needed accounts receivable manager.

ADS also asked a regular staff member to attempt to do all of the financial paperwork, including maintaining a valid audit trail, handling the report generated by the cashier's office, in a mere two hours a week – and only when service desk traffic was not too heavy to pre-empt the finance work. Examination led us to conclude that this led to poor audit trails, delayed account reconciliation, duplicated work through unnecessary ILS reports and failure to follow all university financial guidelines, which was problematic. Also, because of the lack of time to properly handle any one item, the written procedures and guidelines for handling the financial paperwork was badly outdated and missing a great deal of information.

Consequences of this system included that a student may have his or her account blocked at the library but have no indication of those charges on their university statement, thus being surprised (and inevitably upset) at the service desk when they were told they may not check items out until their account was clear. In addition, it often occurred that due to delays in sending over bills, a student might reconcile their account at the library before the bill had hit their account at the cashier's office, the result being that the student pays the fine, clears it at the library, and later the captured bill is entered into their student account, creating a new bill, and blocking the student from registering for classes or receiving their transcripts – all for a bill they have already paid.

The system as it existed created disparities in how students with equal dollar amounts of library fees were treated. Student A, who had lost a book, accrued a $100 replacement fee and a $25 processing fee, for a total of $125. The lost item triggered the charge to be sent to the cashier's office, where it was entered as a bill on the student account, effectively blocking the student from registering for classes or receiving transcripts until their University account was cleared. Student B, who accrued $50 in late reserve items and $78 in late technology item fees had none of those charges move into their student account with the University and were still able to register for classes, despite owing *more* than Student A. While both of the students in this example had library borrowing privileges blocked until their accounts were brought under $25 in the ILS, the differential treatment at the university level account was problematic.

In addition to this, the file of charges that was sent to the cashier's office to generate the bill on the student's account was not automatic. The ILS administrator, a librarian in the IT department, generated the file monthly, and uploaded it to a folder the cashier's office staff had permission to view. There was no backup system, and the file upload occurred semi-monthly – sometimes it was the first of the month, but if that was a holiday, a weekend, or fell on the ILS administrator's day off or vacation, the upload might be delayed for days. The result of this setup was that not only were bills delayed, but payments students made at the library to their accounts could have more than a thirty day delay before being reflected on their student account. In addition, because the file might be generated but not sent to the cashier's office for days, there were always some bills in that in-between time that failed to make the file, meaning that some charges languished without being properly billed to student accounts for upwards of sixty days.

In an academic institution, where two months represents the bulk of an entire semester, this was not ideal. A departmental reorganization during the summer of 2009, during which the Microform & Media Center was collapsed into the general circulation area materials and duties, allowed us to reallocate an advanced technician position into a much-needed full time accounts receivable position. In Fall of 2009, the ADS department was fully staffed after a long bout of staff turnover. We were finally in a position to tackle the tangle of patron finances, reporting and billing.

The Challenge: Automating Library Billing

After mapping out the current processes, workflows, and user inconveniences of the how the Libraries handled billing, through coordination between the Access Services department, the Libraries' Finance & Business office, the ILS administrator from the Libraries' IT department, and the university's cashier office, the NCSU Libraries implemented a higher degree of automated billing. The goal was to create a system that would take advantage of the tools available within the ILS for patron notification and billing, and take advantage of connections across campus with the cashier's office using available technologies.

Coordinating between University offices – and between library departments – was challenging, but the general goodwill of participants and the focus on improved customer service at both the library and university level helped immensely. Internally, the Libraries' Finance and Business office, the Access & Delivery Services department, and the Information Technology department were integral to the planning and implementation of the project.

The ADS department was responsible for collecting information on all billable items, going through with the ILS administrator and determining which charge codes were valid in the system, and for collecting all monies for public services, running credit cards, and making daily deposits with the cashier's office. ADS was also the seat for housing the bulk of the financial paperwork, except for post-deposit and credit card paperwork, which (after ADS processing) resided in the Finance & Business office. Working on this project required that we revisit the Libraries' fines and fees schedule, and identify which library units were charging users for services so that we could properly map those to the ILS. We wanted to update the Libraries' website information to make fine and fee policies clearer for users, as well as cull through the different billing codes in the ILS to determine how codes should be applied upon accrual of charges or payment to accounts, as these would be reflected in the student information system and on the student's financial account with the University.

The ADS department, having recently reorganized, was able to dedicate an advanced technician position to being the new accounts receivables manager. The person in this position worked closely with the head of Finance & Business to document proper workflows for the financial information, to cull through ILS reports to decide which were actually useful and necessary, and helped to retrain ADS staff on handling financial transactions at the service desk register. Having full documentation was intended to make it easier to train additional staff to ensure that there was redundancy, in the case someone went on vacation or left the Libraries for another position.

The ILS administrator wrote the script which generated the previous day's financial activity on user accounts, including both charges and credits. In addition to collecting that information and making it readable for the campus student information system in Peoplesoft (which necessitated using codes for different types of library charges as well as properly coding the semester the charge or credit occurred), part of the script sends the file to the FTP server at the cashier's office. The Libraries negotiated with the cashier's office to get a login and password. The file transfer to the cashier's office occurs at midnight. The cashier's office then runs a job that scoops that file and applies it to the student information system at around seven o'clock in the morning.

External to the Libraries, the NCSU cashier's office was an essential partner in making the new billing model possible, particularly since we relied on them for coding help so that we had proper billing and semester codes to map to the student information system. In addition, as we ran a number of test codes, we relied on cashier's office staff to let us know when there was an issue. The ILS administrator was in constant contact with their technology support person as she worked out the kinks with the code and to create workflows between the Libraries and the cashier's office in the case there was a problem with the file in the future.

Though it was assumed that the automation would be successful well into the future, we decided that a contingency plan in case of error was necessary. In the case that there is an error, notification is sent to the ILS administrator, who double checks the bills and credits, makes any necessary changes, resends the file and

contacts the cashier's office, where a staff member can then run the file manually. In essence, this reduced the thirty to sixty day turnaround on sending bills and credits to student accounts to a maximum of two days.

All charges created on student accounts by the ILS, as well as all bills paid at the library and entered into the user record in the ILS, are applied to student accounts daily. No more waiting between thirty and sixty days for bills and credits to be posted to the student account. Users no longer have to shuttle back and forth between the library and cashier's office, and then wait a few more days for their issue to be resolved, delaying course registration or transcript release. More than a billing solution, this became a customer service solution for the Libraries.

Results

The results of the project have been incredible. Before the implementation of sending all library charges to student accounts, nearly 85% of those charges were never resolved. Within three months of the implementation, the resolution rate reached close to 80%. The Access & Delivery Services department instituted quality control for discharging items to reduce erroneous billing, as well as a weekly check of all DVD and technology items by the overnight staff. Students find it easier to pay their library fines now that they are included in their university accounts, since the cashier's office provides online payment options (while the library does not currently offer that option). The Libraries are considering going cashless at service points now that library fines can be paid online directly to the cashier, and hoping to implement the second half of the project, which will automate bill payment information in the other direction: from the cashier's office into the ILS.

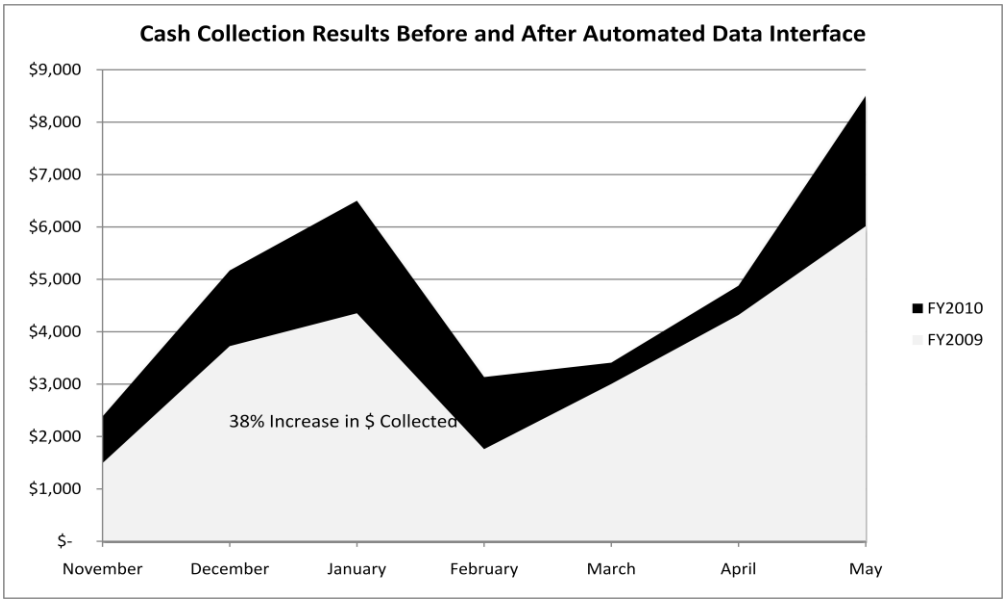

Figure 1: NCSU Libraries Cash Collection Results

From November 2008 through May 2009, the NCSU Libraries collected a not-insignificant $24,663 in library fines and fees (see Figure 1). For the same period after the implementation of the billing project (November 2009 through May 2010), there was a 38% increase in funds collected, to $33,984. Not only is this a significant increase, but it should be noted that certain fines and fees (such as the price per hour of overdue laptop and reserve items) were actually *reduced* between these measures and grace periods extended, which we expected to result in a smaller net increase in funds collected between the two time periods and has likely dampened the real impact of the transition.

It has helped tremendously that the ADS department now has one dedicated staff member – the accounts receivable manager – who handles the documentation of all financial transactions, including handling the cashier reports and communicating regularly with that office about user accounts, reconciliation of accounts,

financial training for service desk staff and deposit transactions. Staff increased accuracy in denoting payment type in the ILS, as did staff remembering to document transactions properly with library copies of receipts. A credit card system audit by university officials in Spring 2010 demonstrated the Libraries' improvement in financial recordkeeping, as no recommendations for improvement or changes were made.

Interestingly, we did discover some unexpected challenges during the implementation. We found that the automated billing script only works for bills created on or after the program implementation date; any charges accrued prior to November 2009, and any payments made toward those charges, have to be manually entered and called in to the cashier's office. We discovered that a number of charges users accrued were due to failure to properly discharge items at the service desk, and until staff could demonstrate more accuracy, we instituted a double-discharge policy, which was time consuming for the ADS department but resulted in fewer erroneous fees accrued by our users. We also noticed increased petitioning of fines now that the user population was more informed about the library charges they accrued, as they were notified by email through the ILS and could log in to their student account with the University and easily see any library charges.

Moving forward, the Libraries plan to develop the necessary code so that billing information traffic moves the other way automatically – from the cashier's office into the ILS. This would do away with the ever-backlogged "cashier's report" that the accounts receivable manager has to input into the ILS for credits to user accounts.

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Powerful Partnerships & Great Opportunities: Promoting Archival Resources and Optimizing Outreach to Public and K12 Community

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Abstract

UT Arlington librarians describe partnerships formed with local cultural and educational organizations to optimize outreach efforts to the public and K12 community. They also demonstrate online outreach services developed with other organizations that offer primary source maps, images, and documents from UT Arlington Library Special Collections.

As part of the library's goal to interact with our community, the University of Texas Arlington Library has made several reproductions of historic items and made these items directly available to teachers. The library has also initiated other efforts to share primary sources through local media, YouTube, and web sites.

Introduction

Building partnerships has been a positive way for Special Collections, University of Texas at Arlington Library, to optimize outreach and share archival resources with the community. Our strategy has been to develop relationships with institutions that already have an infrastructure in place to reach the public and K12 community. We, in turn, offer documents, diaries, photos, maps, and expert staff to add value to our partner's projects at no cost in time or money to them. Focusing upon reciprocal relationships and avoiding duplication of work has been beneficial for all.

School Kits

The advantages of identifying institutions with established programs and offering our resources in a partnership was demonstrated when Evelyn Barker in UT Arlington Library's Information Literacy program considered making school kits. Evelyn wanted to share the unique primary source materials of Special Collections with the K-12 community, specifically Texas history classes in 4th and 7th grades. The focus of Special Collections on the history of Texas, Mexico, and the Southwest make it an ideal resource for these classes. Evelyn's initial idea was to bring actual Texas history into the classroom, but that soon proved to be cost-prohibitive because of the staff time needed to create and maintain the kits and the costs of production and promotion; however, while researching the idea of school kits, Evelyn discovered that the Fort Worth Museum of Science and History (FWMSH) had an existing school loan kit project ("Educator").

The museum kits offered reproductions of historical items like branding irons, cornhusk dolls, and cotton combing cards. Evelyn saw a potential opportunity to pair UT Arlington's photographs, diaries, and letters with the museum's artifacts. Since both institutions were familiar with each other's collections, a single e-mail launched the project. Two FWMSH staff members, Jane Dees and Renee Tucker, reviewed the list of existing school kits with Evelyn and the partners selected the Texas Pioneer Kit for their initial collaboration. UT Arlington Library Special Collections contributed reproductions of Republic of Texas currency, an 1864 diary of a woman traveling from Boerne, Texas, to Matamoros, and an 1864 Colton's map of Texas that showed the towns and rivers mentioned in the diary. Evelyn and her colleague, Lea Worcester, created TEKS-aligned lesson plans with worksheets to accompany the items (TEKS are the Texas Essential Knowledge and Skills state education standards). Local teachers and professors who teach K-12 curriculum reviewed the lesson

plans and worksheets for suitability and ease of use. In the end, Special Collection's contribution added authenticity and value to the museum's school kits at no additional cost to them. In return, we found a way to reach out to the K-12 community at little expense to ourselves. We later published the materials we contributed to *History's Lessons* on the Library's web site so that they could be available to a wider audience (Barker and Worcester).

Playing Cards

Another example of collaboration is the *Arlington Past and Present Double Deck Playing Cards* researched, printed, and sold by the Arlington Independent School District's Class in the Parks. In 2005, Special Collections discovered an unexpected chance to introduce junior and senior high school marketing education students to the archives. The class's objective was to design a double set of playing cards for sale. One deck of cards would have images of historic Arlington and the second deck would feature Arlington businesses. The students worked with UT Arlington Special Collections staff to identify historic photographs from Arlington historical manuscript collections suitable for inclusion. The students then arranged the images for the face of the cards chronologically by suit, beginning with spades and ending with hearts and selected a photograph of Arlington's first automobile license plate for the backs of the historical playing cards. Special Collections staff scanned the photographs and provided the images to the project at no charge. By participating in the project, Special Collections staff helped local students learn new research skills and create an exceptional collector's item.

Time Frames

A long-lasting relationship with the *Arlington Star-Telegram* began in 2003. The Sunday feature, *Time Frames*, evolved from columnist O.K. Carter's article in the *Arlington Star-Telegram* about Special Collection's acquisition of J.W. Dunlop's Photograph Collection. Manuscript Archivist Brenda McClurkin proposed to Carter that the newspaper publish a photograph, map, or document from our collections every week in the local news section. Each issue of *Time Frames* has an image with a description and standard statement promoting UT Arlington Library's Special Collections. McClurkin links *Time Frames* to a historic or current event. For example, on Valentine's Day McClurkin selected a photograph of octogenarians Mr. and Mrs. W. E. Reeding celebrating their 60th wedding anniversary by flying from their home in Breckenridge, Texas, to Abilene. On Father's Day, the choice was a peaceful picture of "Uncle Frank" Neal, a Parker County pioneer who dropped off to sleep in his rocking chair while reading his favorite magazine. The response to *Time Frames* has been positive. Readers clip the articles to keep or share with others. Some come to Special Collections after reading *Time Frames* to visit exhibits, donate items, or use our materials. McClurkin comments that, "Others have found loved ones (or themselves) pictured in featured photographic images and have called to order a print of the image." *Time Frames* has recently evolved into a weekday feature in the broader circulated *Fort Worth Star-Telegram.*

Recognizing that newsprint is not enduring, we wanted to find a way to preserve *Time Frames* and make it available to a wider audience. In 2008, we created *Time Frames Online*, a website with videos using images and text from the print version. The images are animated using software to zoom and pan across them. The sound track is recorded by staff members and enhanced by creative commons music. We host the videos on our website and upload them to YouTube (University of Texas at Arlington Library Special Collections). While it has taken time for us to establish contacts and get subscribers, viewers have responded enthusiastically and, in one case, contributed their own music for the video.

Cartographic Connections

While the above-mentioned efforts were produced in-house with minimal cost, Special Collections has also partnered with others to produce grant-funded projects.

In 1997, Virginia Garrett of Fort Worth donated about 900 maps depicting Texas, the Gulf of Mexico, and the Southwest from the early 16th century through 1900 to the University of Texas at Arlington. Her gift made UT Arlington the greatest holder of maps of Texas and the Southwest outside of the Library of Congress. Because of this wonderful gift, Special Collections was inspired to make sharing these important resources with schoolchildren easier.
In 1999, the Houston Endowment, Inc. funded *Cartographic Connections*, a project to provide teachers and their students with important primary cartographic resources that connected directly to the curriculum (University of Texas at Arlington).

After obtaining the grant, the Library gathered 17 people from different departments on campus, and hired 22 teachers from all over Texas as advisors to the project. The teachers did four things:

- Determined curriculum needs in light of local, regional, and statewide requirements
- Selected appropriate maps from among UTA's large collection to help meet these needs
- Developed strategies and lesson plans to integrate the use of maps into the curriculum
- Shared with other educators the techniques learned in this project (Saxon)

The teachers worked together to select maps from Special Collections and make TEKS-aligned lesson plans, all of which were placed on library's servers and made freely available.
In the six years since the initial project concluded, response has been continuous, and our Cartographic Archivist, Ben Huseman, receives two to three enquiries a month specifically from *Cartographic Connections*.

Tejano Voices

Another joint effort was the *Tejano Voices* oral history project, started with a grant from the TexTreasures program of the Texas State Library and Archives Commission. Launched in 2002, Tejano Voices makes 77 oral history interviews available over the web. The interviews were conducted between 1992 and 1999 by José Angel Gutiérrez, UT Arlington political science professor and former director of the university's Center for Mexican American Studies. Each personal recollection reveals the sometimes sad, poignant, and triumphant stories of struggle against racism, discrimination, and exclusion by Tejano men and women from across the state (Gutierrez). Each interview was videotaped, transcribed, bound, and placed in Special Collections, where they remain accessible to students, scholars, and the public. Special Collections is in the process of adding an additional sixty Tejano interviews to the online collection with funds from a second TexTreasures grant. Like *Cartographic Connections*, response has been continuous. Books and several articles have been written based on the interviews on the site, and university professors use it as part of their curriculum.

National Archives of Fort Worth

An exciting new partnership for us is with the National Archives in Fort Worth. The National Archives (NARA) offers extensive resources for educators, including primary sources, lesson plans, and workshops. All of these resources tie, in some way, to the history of the United States through the federal government. State issues, such as the fall of the Alamo or even the Confederacy in Texas, are not in the purview of the federal government and are thus not included in NARA.

Through our shared commitment of using primary sources in K-12 classrooms and our complementary collections, NARA and UT Arlington give teachers a more complete view of Southwestern United States history. One way we do this is by jointly hosting workshops for K-12 and university educators about how to use primary sources for active learning. We also created a freely available LibGuide to accompany the workshops (Barker, Sweeney, and Worcester). Another is to support each other's efforts to reach new audiences both in person and online.

Conclusion

The unique resources in archives are a valuable addition to the existing programs of many institutions. Except where noted, all of these projects were produced in-house using available personnel, funding, and equipment. Each project's success has depended on collaborations between UT Arlington Library departments or between the Library and UT Arlington faculty, area schools, newspapers, museums, and archives. Overall, partnerships offer archives and libraries an opportunity to optimize outreach, promote collections, and reach users.

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Mobile Patrons: Better Services on the Go

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Abstract

iPhone? Android? BlackBerry? With increasing mobile usage for web browsing, does your library offer services which improve mobile devices user experience? At the Franklin D. Schurz Library, we have implemented several mobile friendly initiatives in order to improve mobile user's experience with library resources. Due to the small display screen of mobile devices, we created a mobile version of our library website. The mobile version works across different platforms regardless of device type. In order to enable patrons to access our subscribed databases through their mobile device, we developed a mobile friendly authentication user interface so they can authenticate with the system easily. In addition, to facilitate the use of library resources through mobile devices, we implemented a computer availability mobile page which enables users to checkout availability of computing stations in the library. As usage of texting continues to rise, the Schurz Library also introduced a texting reference service which allows users to receive an answer to their question through texting.

ERMes: An Open Source ERM

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Abstract

In 2008, William Doering and Galadriel Chilton designed a simple open source Electronic Resource Management System. Now called *ERMes*, more than 30 institutions from around the world use this freely available tool. In this presentation, Chilton shares *ERMes*' history and demonstrates how she uses *ERMes* to manage her university's e-resources.

Created in *Microsoft Access*, *ERMes* provides reports and functionality that facilitate better management of e-resources, such as keeping track of training sessions and quickly generating a list of databases by renewal, access type, user limits, etc. Since *ERMes* is open source, users can customize and adjust their instance to suit their e-resource management workflow. As of early 2010, *ERMes* is ideal for small to medium e-resource collections or as a tool to transition to a commercial system.

Introduction

While managing electronic resource subscriptions and purchases is often depicted as a circular process, the reality of managing these collections can be more mutinous and surreal than a well-defined, static circle (Breeding 10). Furthermore, integrated library systems (ILS) were not designed to manage the complex elements of electronic collections. As a result, in the past few years, ILS vendors created commercial electronic resource management systems (ERMS) to help libraries manage their e-collections (Breeding 8). While ERMS are not magical systems that instantly solve problems and tame the challenges of managing e-resources and the ever-changing workflow, the concept of an ERMS as a system that houses subscription details along with search and report functions is ideal. However, an ERMS also needs to be affordable, functional, and easily tailored to accommodate workflows of various institutions *and* the ever-evolving e-resource landscape. Thus an open source, quickly customizable ERMS is extraordinarily beneficial.

ERMes' Beginning

At the University of Wisconsin – La Crosse (UW-L), Chilton manages over 250 e-resources. This number includes aggregate databases, reference e-books, and a few CD-ROMS. It does not include e-journal titles or packages due to workflow divisions at Murphy Library. Subscription resources come to the library via local purchases directly from the vendor, through consortia, or buying groups. The library also has access to numerous resources purchased by the University of Wisconsin - Madison or via the University of Wisconsin System' Shared Electronic Collection.

When Chilton joined UW-L in 2003, the e-resource management toolbox included:

- A file cabinet with folders containing license agreements, printed e-mail correspondence, vendor contact information, usage reports, URLs, usernames and passwords;
- Static intranet pages containing an out-dated A-Z list, user limits, and subscription source; and
- Three-ring binders of invoices.

Quickly, she installed an easel in her office where she outlined a database of databases; a *Microsoft Access* relational database that would significantly help manage e-resources. Then, in January 2004, she attended *Taming the Electronic Tiger: Effective Management of E-Resources* at ALA Midwinter in San Diego, California. Presenters spoke of how integrated library system vendors were creating robust ERMS that would surpass the need for homegrown systems. She came away with the message that if you do not have an ERMS now, do not create one because better, time-saving commercial ERMS were coming. After attending *Taming the Tiger,* Chilton continued adding to her list of desired attributes for an ERMS, but put plans of creating a *Microsoft Access* database on hold. Instead, she began contacting vendors who had or were developing ERMS. She attended webinars, requested pricing information, and also began monitoring listservs for posts by librarians who had begun to use commercial ERMS. Her desire for an ERMS grew, but commercial ERMS are expensive. Furthermore, listserv posts and survey results began to reveal that commercial ERMS were not necessarily living up to librarians' expectations. A combination of factors led her revisit the *Microsoft Access* database of databases:

- Mounting evidence that commercial ERMS were not living up to expectations.
  For example, in March 2008 she attended *ER&L*. In one session, with about seventy-five attendees, the audience was asked "How many of you have a commercial ERMS?" followed by "How many of you are happy with your ERMS?" While about half of those in the room worked at libraries with commercial ERMS, no one was happy with his or her system.

- Budget deficits were forcing cuts to acquisitions. UW-L's budget has been cut repeatedly over the past few years--thus the possibility of purchasing a commercial ERMS was becoming less possible.

- Chilton was faced with an extended absence from the office in fall 2008, necessitating that colleagues cover her responsibilities. They needed to be able to quickly and easily access a variety of data about UW-L's libraries' e-resources.

In spring of 2008, Doering, who possessed more extensive *Microsoft Access* skills than Chilton, offered to create the database of databases. Chilton created a chart showing the tables and data fields she imagined needing in a basic ERMS. This diagram became a blueprint and a discussion point for subsequent conversations (see fig. 1).

While aspects of the overall ERMS were refined as it was developed, most of the changes were due to Doering's insight after he extensively reviewed the Digital Library Federation's Electronic Resource Management Initiative's recommendations for ERMS data elements and recommendations by other e-resource librarians (Jewell).

UW-L's first ERMS was quickly available and functional. Doering had students entering test data in less than three weeks, and the system went from concept to fully functional in about a month (see figs. 2-3). Doering then decided that this ERMS might also serve other libraries—those that did not need a robust product and/or could not afford a commercial ERMS.

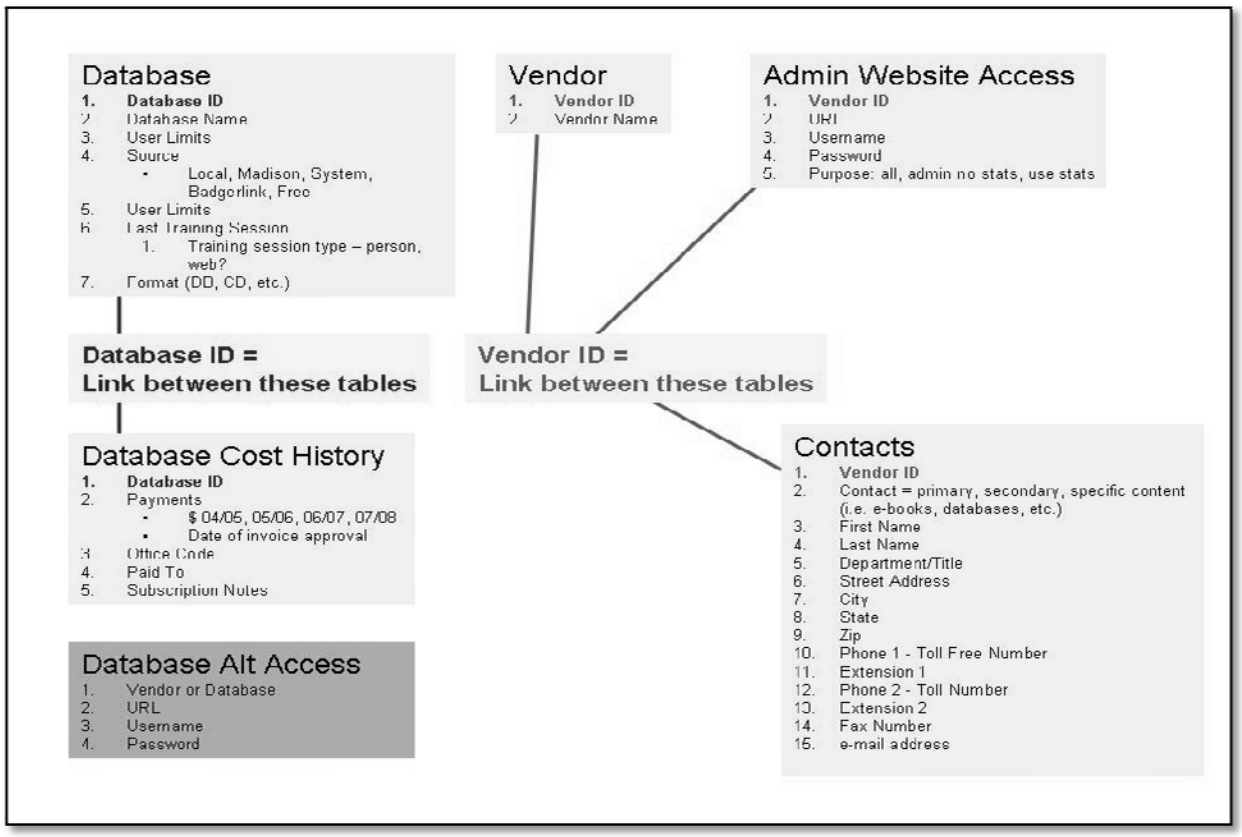

Fig. 1. An ERMS blueprint.

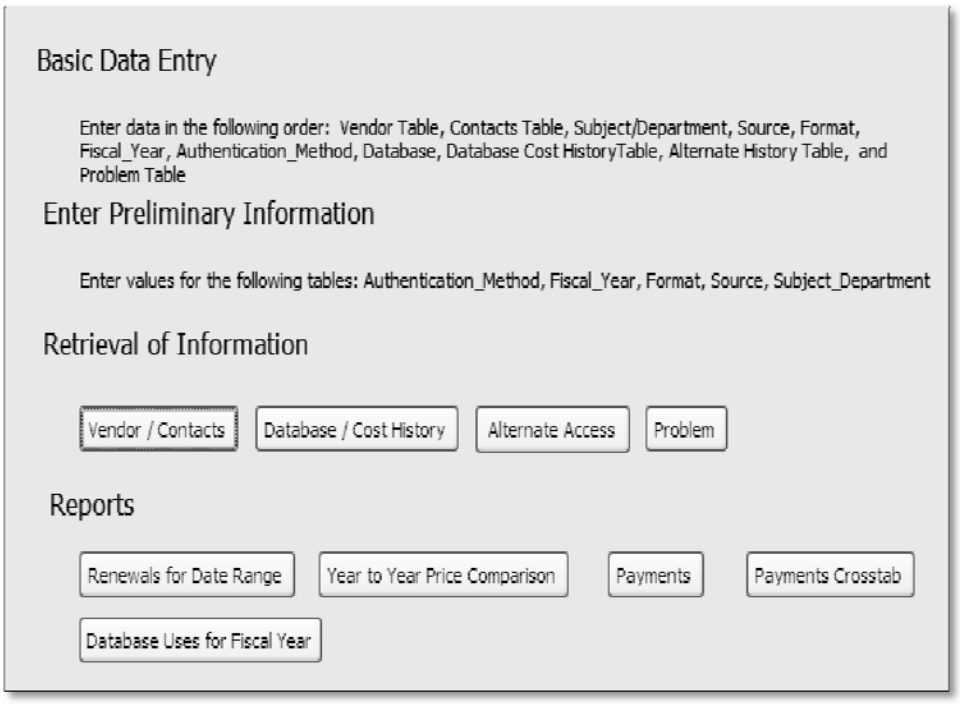

Fig. 2. Switchboard for the first ERMS, pre *ERMes*.

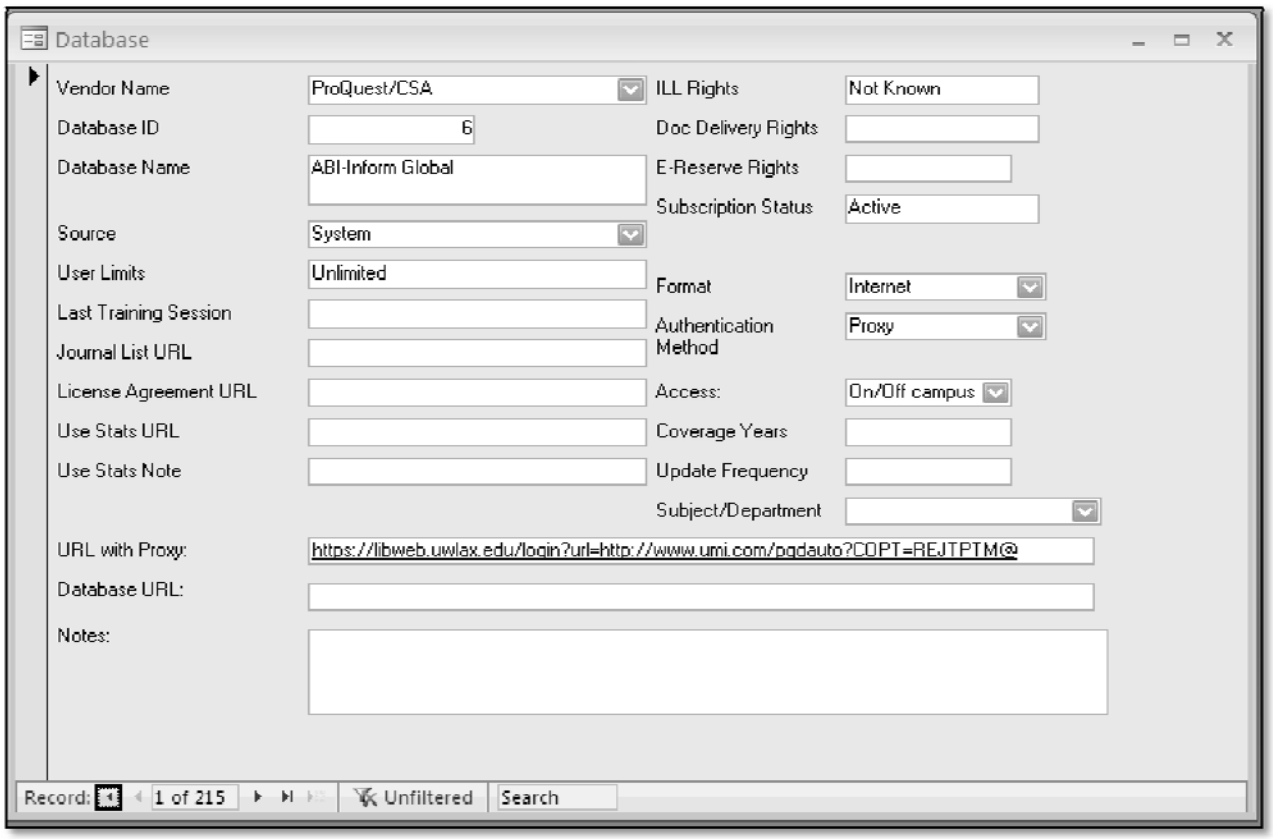

Fig. 3. Database record for the first ERMS, pre *ERMes*.

ERMes v. 2009.05

In spring 2009, Norma J. Dowell from Iowa State University contacted Doering and shared her significant enhancements for the ERMS. Her work included a vastly improved interface and the ability to import COUNTER DB1 statistics. Jenifer Holman, Periodicals Librarian at UW-L, developed basic A-Z list functionality using the ERMS' data, while Doering and Chilton improved the integration of data between tables, and gave the ERMS the name "*ERMes*."

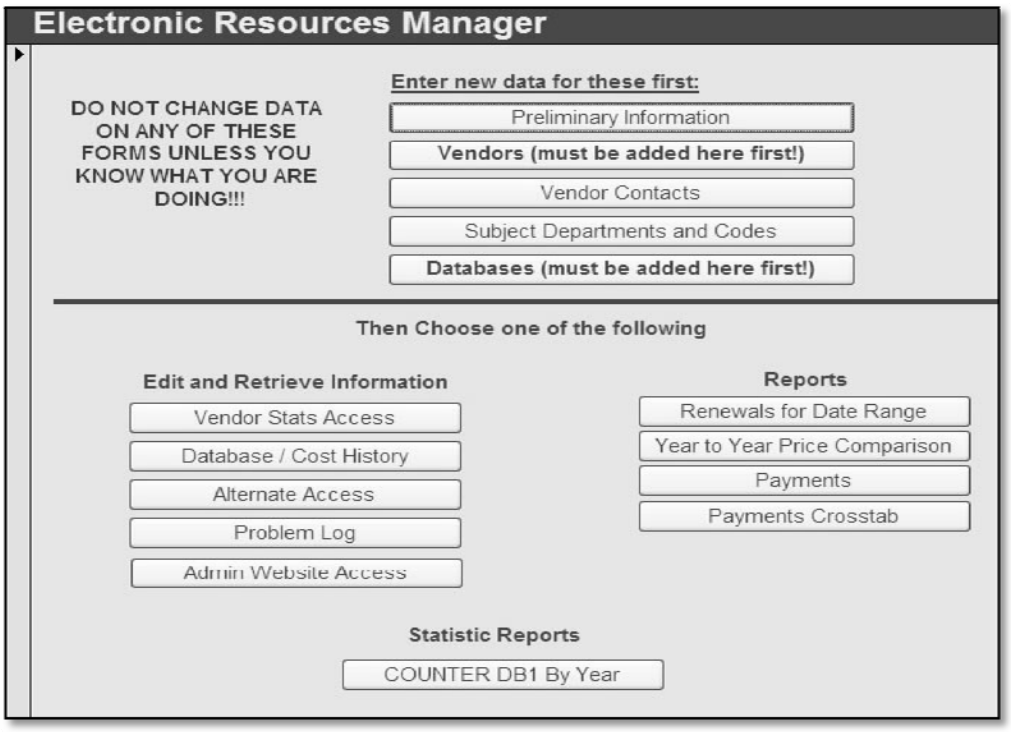

Fig. 4. *ERMes v.2009.05* switchboard.

Fig. 5. *ERMes v.2009.05* database record.

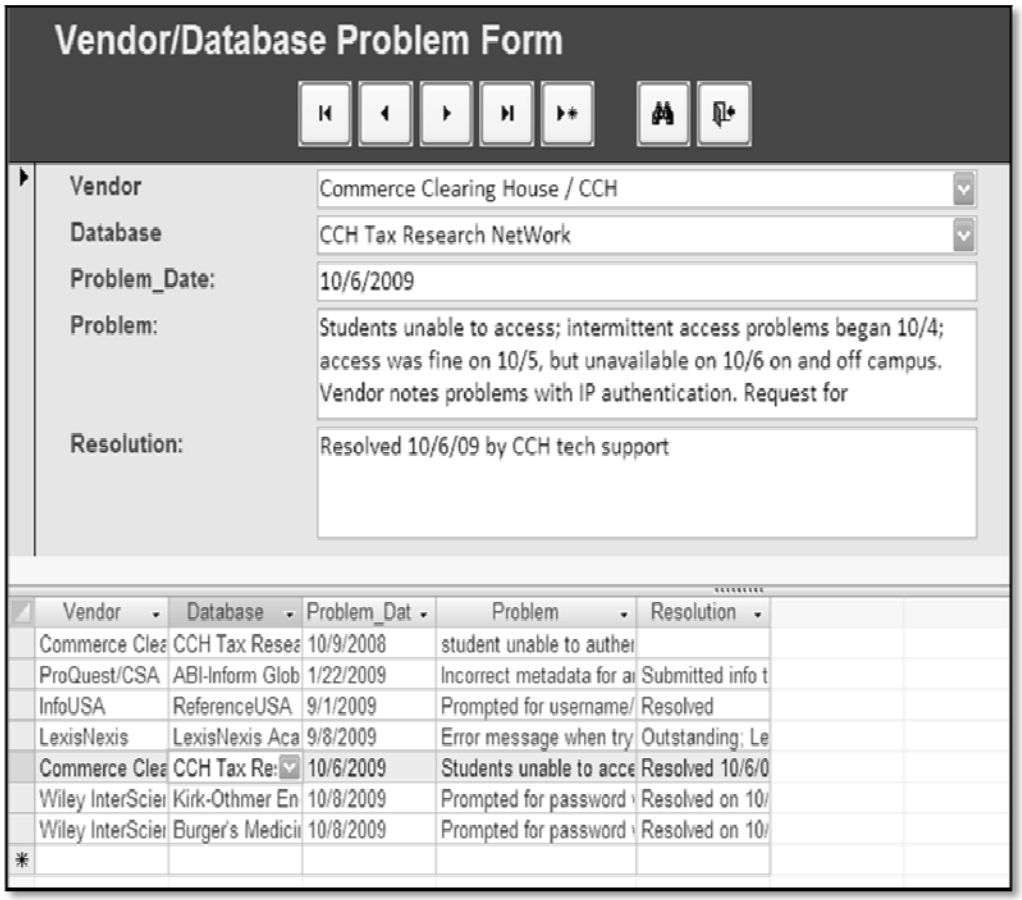

Fig. 6. *ERMes v.2009.05* database problem log form.

***ERMes* v. 2010.05**

In June 2010, Chilton and Doering released the latest version of *ERMes*. Highlights from this current version include a fixed known bug, many new data entry fields, new reports, expanded documentation, and a new open source license (see figs. 7-9).

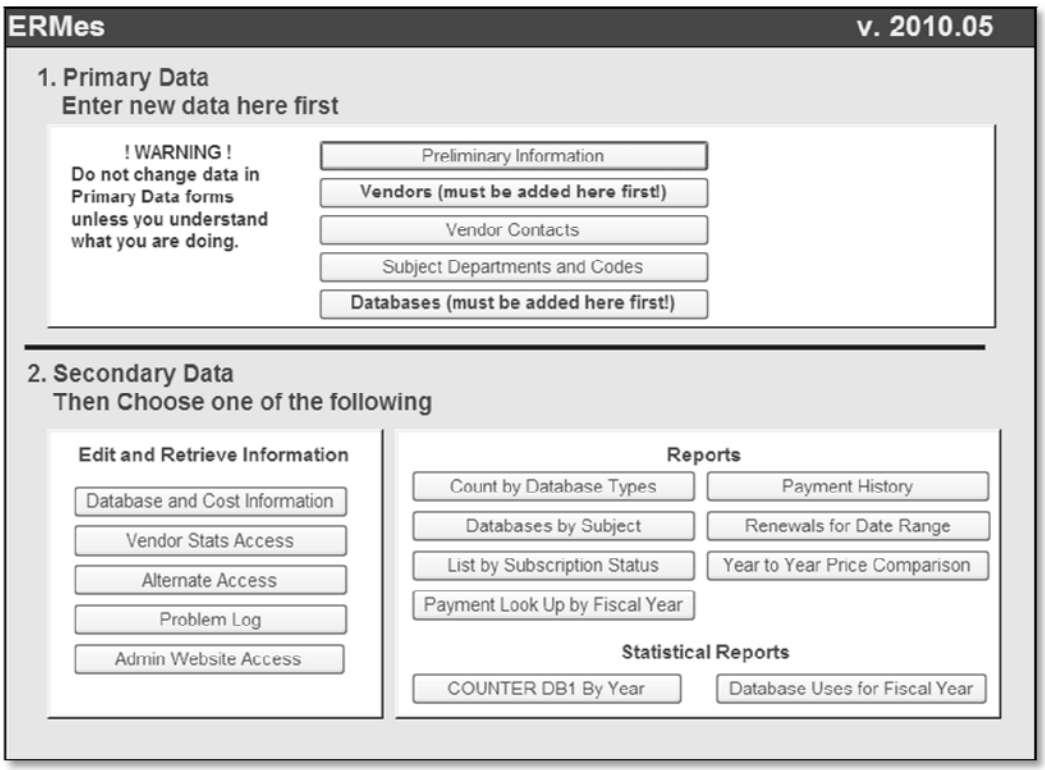

Fig. 7. *ERMes v.2010.05* switchboard.

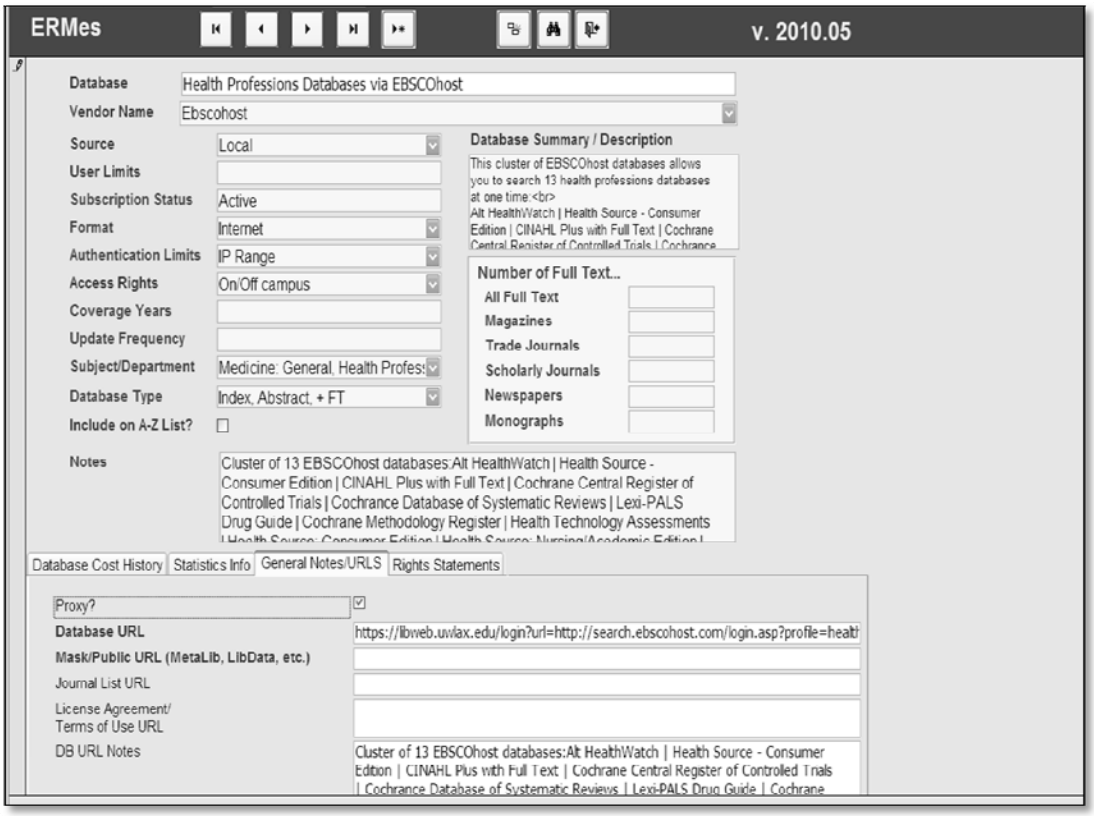

Fig. 8. *ERMes v.2010.05* database record.

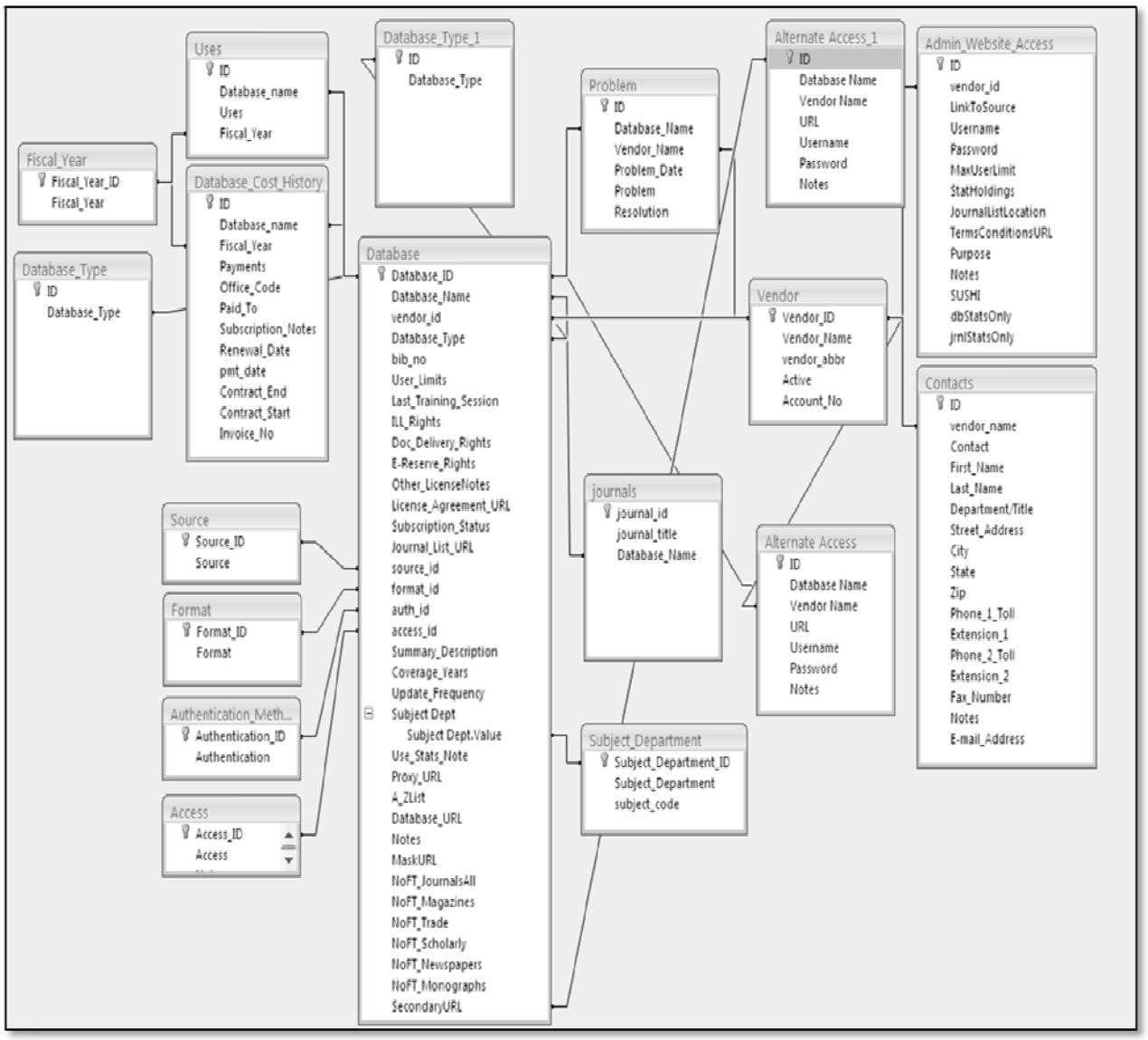

Fig. 9. *ERMes* v.2009.05 fields, tables, and relationships.

Now, *ERMes* is part of a suite of tools that Chilton uses for e-resource management, along with the *University of Wisconsin System Price Sharing Project* also created by Doering with the help of students with PHP knowledge, *LibData*, a blog, and *Microsoft Excel*. Of these, the only tool that has an annual fee is *LibData* which has a very modest hosting fee. The other tools use software already available on our campus (*Microsoft Office*) or are freely available (e.g. *Word Press*)

***ERMes*: The Good and the Bad**

While using *ERMes* has significantly improved e-resource management for Chilton, there are positive and negative aspects of *ERMes* from both the developer and users' perspective.

Good

- While it did take time to plan and create *ERMes*, this home-grown ERMS did not cost four to five (or more) figures to purchase and there are no annual access fees. Furthermore, we do not have to rely on outside vendors for functionality updates. If Chilton needs a new field or report to more effectively manage e-resources, she can add the field or work with Doering to create the report immediately. As

an open source system, anyone can download and customize *ERMes* to suite their institution and/or their e-resource workflow, thus saving funds that would be spent on a commercial ERMS to maintain or enhance the library's e-resource collection.

- *ERMes* provides reports and functionality that facilitates better management of e-resources such as tracking training sessions and quickly generating a list of databases by renewal, access type, and user limits. Chilton uses *ERMes*' problem log database before renewing e-resource subscriptions, and if there have been significant problems with an interface or content, she uses this information to leverage renewal negotiations.

- *ERMes* is ideal for small to medium e-resource collection or as a tool to transition to a commercial system.

Bad

- Upon download, *ERMes* is pre-populated with some vendor names which helps one understand how *ERMes* works, but there is no comprehensive knowledge base.

- The current and previous versions of *ERMes* (v.2009.05 and 2010.05) require *Microsoft Access 2007*. The first version of *ERMes* works with previous versions of *Microsoft Access* and is still available, but does not include nearly the functionality and reports as the two newest versions.

- As with any ERMS, there is the time-consuming start-up period of initial data entry and workflow evolution. Librarians often describe ERMS implementation as a long process that can take several years with a definite start and finish (Fons). Yet, since the data elements related to managing e-resources continue to evolve, perhaps it is better to think of ERMS implementation as an ongoing process that is part of managing e-resources efficiently than a project with a defined end date.

- Currently, Chilton uses *ERMes* to manage aggregate databases, e-reference books, and journal packages rather than individual journal titles. This is in large part because of workflow distribution at Murphy Library.

- The authors have limited time to implement all of the ideas they have to enhance *ERMes* and support *ERMes* users.

- Currently there is no simultaneous user authentication or web interface.

- There is no known easy solution for migrating data to new *ERMes* versions.

- *ERMes* does not integrate with Murphy Library's ILS or Open URL currently.

The *ERMes* Community

In spring 2009, twelve libraries were using the homegrown ERMS, *ERMes*. As of July 8, 2010, forty-three institutions from around the world use *ERMes* including five outside of the United States (Canada, India, Ireland, Denmark, and Great Britain).

Fig. 10. World map of *ERMes* users, July 2010.

Doering and Chilton work to support *ERMes* users via documentation available on the *ERMes* website and the *ERMes* blog. They also respond to e-mail questions and there is a user-to-user forum available via the *ERMes* Google group:

- *ERMes* Website: http://murphylibrary.uwlax.edu/erm/
- *ERMes* Blog: http://ermesblog.wordpress.com/
- *ERMes* Google Group: http://groups.google.com/group/ermeserm

Hopes and Dreams for *ERMes* and Open Source ERMS

Chilton and Doering are in the process of exploring grants that will support future development and support of *ERMes* and fund implementing further enhancements such as a read-only web interface, simultaneous user authentication, SUSHI, etc. Additionally, there are plans to survey *ERMes* users so that they can rank/add enhancements. To keep *ERMes* simple and powerful and to keep blot code to a minimum, features can be added based on direct requests from librarians using *ERMes*.

One long term goal is to make *ERMes* compatible with *OpenOffice.org's Base* database application, or other free database software, so that *ERMes* would be open source at the application level and not rely on *Microsoft Access*. Furthermore, Chilton and Doering hope that the number of contributing developers grows so that *ERMes*' functionality continues to grow thanks to the extended skills of others.

ERMes is one of five functioning open source e-resource management systems identified by the authors:

CORAL (University of Notre Dame): http://erm.library.nd.edu/

CUFTS: Open Source Serials Management (Simon Fraser University): http://researcher.sfu.ca/cufts

FreERMS (Touro College Libraries): http://bitbucket.org/yitznewton/freerms/wiki/Home

SMDB - Subscription Management Database (SemperTool): http://www.sempertool.dk/

A fifth open source ERMS, E-Matrix, is available in a pre-release state from North Carolina State University Libraries.

Conclusion

The facts that between 2008 and 2010, *ERMes* has been through three releases, has over forty users from around the world, and that there are other fantastic developments occurring right now in the world of open source ERMS suggest that commercial systems are not meeting librarians' needs – either through cost or functionality. The success of *ERMes* is also a testimony that librarians are fiercely talented professionals who are good at sharing/collaborating and have the ability to change the world – at least the small world of e-resources. If the people who manage e-resources create the ERMS, then libraries will end up with powerful, evolving tools that do exactly what we need and don't cost thousands of dollars to purchase with added maintenance fees to keep them up to date.

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All Stressed Out? Enumerating and Eliminating Stress in the Academic Library

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Abstract

The objective of this study is to identify those workplace stressors which affect academic librarians and to discover the most common groupings of stressors faced by those currently working as academic librarians. Developing this information through research, instead of merely using anecdotal evidence, gives the profession a basis on which to build training programs that address the major problems in the workplace. It also assists in the development of policies and procedures which help librarians deal with the foremost sources of stress in their workplace. The methodology for this project is Q Method, a relatively new method to the LIS profession, but its unique blend of quantitative measurement of qualitative factors (such as stress in the workplace) makes it ideal for this type of research. This study is part of a series of research projects into stressors in different types of libraries. At the conclusion of the series, a set of profession-wide recommendations will be made to assist with amelioration of the stressors affecting libraries of all types, along with individualized recommendations.

Introduction

The popular image of academic librarians may be that of a perpetually smiling person who assist eager young freshmen in exploring library resources, or helping talented and grateful researchers locate information. The actual day-to-day realities of academic librarianship may be a little different. Stress plays a role in the workplace for many academic librarians, and if not handled it can become a very destructive force for individuals and for the library as a whole. In this study, potential workplace stressors were examined to see how much they affect academic librarians. The study used a Q Methodology with academic librarians selected from across the country, to discover the stressors affecting them and to see whether there are groupings emerging affected by similar stressors.

Review of Literature

The literature is full information on stress in workplaces of all sorts, including libraries. The pace of change is increasing in all areas of life, and libraries are feeling the stress of keeping up with community demands. One common area of stress is the need to keep up with the technology needs of patrons. Dubbed "technostress" by Lisa Ennis, in a study she conducted in the mid-1990s, the stress technology causes in libraries is a significant issue for many librarians (10). Her follow up information in 2005 about the topic shows that some areas of technostress are reducing for librarians: reliability of hardware and software, lack of standardization (11). But the pace of technological change is continuing to make this a problem in public libraries. Dealing with the ever-increasing amounts of information online is difficult itself; the converse – explaining to patrons why everything is not available for free online – also provides an area of stress for librarians trying to help the public (Ennis 11).

Several articles mentioned the 2002 Jobs Rated Almanac, which ranked 250 jobs in terms of stressfulness. Librarian was ranked as the 8th least stressful job, behind medical secretary, janitors, and photographic process workers (Krantz, 120). There was much frustration expressed at the author's lack of understanding of the tasks of a modern librarian. "Obviously, the author has not spent any time in a modern academic library. Academic librarians lead very busy lives, filled with daily time pressures and stress" (Spires, 101). Spires looks at the stressors experienced by academic librarians who are working toward tenure (101). He discusses stress caused by issues of parenthood intruding on work responsibilities, and the need to be self-organized and set individual intermediate goals to accomplish the future goal of achieving tenure (101). Reference librarians

also experience different kinds of stress at the desk. Knibbe-Haanstra identified some of the stressors she regularly sees at the reference desk: demands of new technologies, increased or unrealistic user expectations, and a growing number of responsibilities (20, 22-5).

Poor workplace facilities in public libraries can also contribute to the stress felt by librarians, as well as causing injuries at work. Kaehr looked at repetitive injuries experienced by librarians in the course of their work, including neck injuries, carpal tunnel syndrome, and back injuries (39-42). All of these are caused by the repetitive work done by many librarians, the need to be in one place for long stretches of time, or to be moving heavy things around the library (such as books or computers).

The fact that the library is a building open to anyone in the public – including children, rowdy teens, and homeless people – opens up a lot of possibilities for filth to be in the library. Robertson looks at some of the causes of the unsanitary conditions which exist in many libraries: kids, pets, soiled materials returned to the library, food service in the library (resulting not only in food left in the library but also increasing the amount of trash in and around the library), pigeons defecating all over the outside of the building, and germs left on every service by coughing, sneezing, or poor bathroom habits (203-6). These conditions, and other issues with poor building design or maintenance, can exacerbate stress felt and illnesses contracted by librarians. Depressing surroundings, shabby furniture and materials, and dirty work environments do nothing to inspire librarians to work hard and provide the best service. Stress caused by poor building conditions can lead to illness or even burnout for librarians condemned to work in substandard facilities.

When stress continues unabated, unrecognized and untreated, eventually librarians will burn out. Burnout goes beyond just feeling stressed at work every so often, more than handling a limited crisis in the library. “Rather, it is a syndrome of advanced and holistic responses to extended periods of high levels of stress that results in a variety of emotional, physical, and cognitive symptoms” (Caputo 9). Once a librarian reaches burnout, many symptoms of stress have been overlooked and ignored. Burnout is not a condition which will reverse itself quickly or easily. Librarians experiencing this problem may need professional help to get past it, from an Employee Assistance Program (EAP) or a qualified therapist. Developing strategies to address stress and deal with stressful situations before they spiral into burnout should be the goal of every library organization. Losing a staff member to burnout does not have to happen, but it takes recognition of the problem of stress in public libraries and a willingness to face the problem directly.

Suggestions abound in the literature for handling stress in libraries. Yucht, a school librarian, incorporated lessons learned in fourth grade to combat stress: Courtesy (think personally), Brains (think productively), and Grins (think positively) (35-6). Salaz reported on lessons learned from her mother – a career librarian in an increasingly busy library. She advocates taking time off work regularly, getting involved in committees at work, doing new things, and performing at a high level and enjoying the accolades from coworkers (Salaz 6, 8-9). Reaching out to colleagues for their help at work is recommended by Spires to help combat workplace stressors (107). Holcomb looks at resources to help law librarians deal with the stress they experience at work (669-74). One of the specific issues they face is that law librarians will often spend decades in the same workplace; stressful workplaces therefore will just build stress levels in the librarians who work there, with no opportunity to relieve it by moving to another organization (Holcomb 673). She suggests strategies such as getting involved with professional organizations at the local and national level, volunteering for new tasks, and developing good social networks – inside and outside the library (Holcomb 673).

What is missing from this discussion is an organized, concentrated effort at a high level of the profession to identify some common stressors and to address the problem of stress experienced by librarians. There has not been a focused effort to address the problem of stress across a system of libraries or on a state-wide or profession-wide basis. Instead, the problem is treated as an individual one; each individual librarian feeling stress at work is encouraged to take time for deep breathing, to exercise more often, to keep track of their time to balance their personal and work lives, to take more breaks (Sheesley 447-51; Schatz 138, 140). While these are perfectly valid and certainly helpful suggestions, continuing to treat stress at work as a problem individuals have is not going to help the situation.

Suggesting individual librarians adjust themselves, without any consideration of organization-wide changes which can be made to help everyone, may not be the most effective way to reduce stress. Taking a direct approach to acknowledging that stress is a problem for many academic librarians, identifying some specific causes of that stress, and developing strategies to reduce or eliminate those stressors, should be a task for every college and university library to address. Conducting research into causes and solutions for workplace stress should be part of the responsibility of state and national library organizations, to help their members to be productive and satisfied in their jobs.

Methodology

This study used a Q Method to identify the stressors affecting academic librarians in the workplace. Q has not been widely used in the LIS field yet, but provides us with a very good methodology for looking at may of our issues. It allows researchers to look at the qualitative, difficult to measure ideas of stress in the workplace, in a quantitative way. Participants sort a set of ideas (here, workplace stressors) and those sorted items are the focus of the study. They are entered into Q Method software for a detailed statistical analysis, resulting in groupings of items most and least liked by the participants.

Q Method has been used in Psychology, Political Science, and other fields, to help researchers understand and measure the more subjective ideas people have on a diverse range of topics. “Enjoyment in Zoos” (Sickler and Fraser, 313-331), “Understanding the Relationship between Tourism Destination Imagery and Tourist Photography” (Garrod, 346-58), “Women's Responses to Fashion Media Images: A Study of Female Consumers Aged 30-59” (Kozar, 272-8), and “Estonia Caught between East and West: EU Conditionality, Russia's Activism and Minority Integration” (Schulze, 361-92) are just some of the topics researchers have looked at using the Q Method. Although not widely used in the LIS field yet, it is starting to make its way into our literature: “University Student and Faculty Opinions on Academic Integrity are Informed by Social Practices Or Personal Values” (Thomas) and “Perceptions of Public Libraries: An Empirical Investigation Using Q Methodology” (Chen).

In Q Method, there are two basic pieces researchers assemble: the P sample and the Q sample. The P sample is the group of people who will provide their ideas through a sorting of ideas (the Q sample). Q Method does not require a large number of participants, making it even more useful to the librarian who may wish to conduct research on a limited budget or within a library. It is only necessary to have enough members in the group to provide a comprehensive look at the issue under examination; that is, people who will provide a look at all the different perspectives in the larger group from which they are selected (Brown 6-7). Planning for diversity in the selection of the P sample is important.

In this study, the P sample was composed of academic librarians from across the country. They were drawn from different areas of the country to help increase the potential diversity of their ideas. Areas from which these librarians were drawn were: Boston, MA, Chicago, IL, Raleigh, NC, Tucson, AZ, and Denver, CO. Suburbs of each of these cities were also included. Additionally, librarians from different sized libraries (large universities, private colleges, community colleges) were recruited. 30 participants completed usable sorts for the analysis. (Common reasons to reject other answer sets: duplication of answers, items skipped, or not all items sorted.) All participants were anonymous, to help encourage honesty in their answers and because the individual participant’s answers are not important to the results – the grouping of answers is the important part. In a slightly unusual twist, some sorts were done in person, and some were done online; this was done to help encourage diversity in the answers. It is often useful to do the Q sorts in person, as participants may have questions or offer up insights as they sort. However, in this study the initial Q sorts done in person did not raise questions among the participants, and the material was such that it would have been familiar to the participants. In a review of responses from in-person and online participants, there did not seem to be any significant differences in their answers.

The Q sample is the items selected for the participants to sort. These can be drawn from literature, from prior research, or from anecdotal experience. These are reviewed and distilled down to cover the range of ideas possible in the area of the project. These items are printed out on individual cards to be sorted, for in-person sorting processes; or they can be delivered online using survey sites or other software. In this study, the stressors were drawn from a review of the LIS literature on stress, literature from other fields on stress, and from anecdotal discussion with academic librarians about stressors they see in their workplace.

After both the participants and the items are finalized, the participants are asked to sort the Q sample items. They are often given a pyramid shape which guides them in their sorting process. This is helpful with larger numbers of Q sample items, but asking them to just order the items may be easier to explain if using a smaller numbers of items. (Researchers will need to put the answers into the pyramid shape for data entry if participants do not use it.)

In this study, participants each received a set of 24 workplace stressors (all sets were identical), which they were asked to sort according to their personal rating. The "most stressful to me personally" item is first, and the "least stressful to me personally" is last; the other 22 items are sorted in between these two. Cards provided to the in-person participants had a letter on the back; participants flipped over the cards when finished and wrote the letter into the answer sheet provided. (Demographic data was also collected on this answer sheet.) Online participants numbered their answers and sorted them using a *SurveyMonkey* site sent to them.

This sorting process gives researchers a better understanding of the participants' views on the subject under consideration. Unlike a Likert scale, in which every single answer could theoretically be rated exactly the same as every other answer, a Q Method study forces participants to really think about their responses in relation to the other ideas. While there may not be a lot of difference for the participant between answers ranked in the #3 or #4 position, those items will be quite different for that person than answers they rank in the #15 position or the #30 position. "One of the great side effects of conducting a Q study is that Q sorters often spontaneously indicate they have enjoyed participating in the study and that they experienced it as instructive." (van Exel, 17) This additional benefit may help academic library researchers to increase participation sizes and keep those participants motivated to provide good information throughout the study (instead of getting bored and just checking items randomly, as is possible with surveys).

After the sorts are complete, the data needs to be entered into special Q Method software for analysis. There is a free program available at the QMethod website (*Q Methodology*) Other software analysis programs specifically for Q are available commercially online. It is apparently possible, but difficult, to use SPSS for the analysis process. The software and analysis are not always intuitive, and guidelines can be complicated to understand without a background in statistics. Two sources may assist beginning researchers in their Q design and analysis: "Guidance on the Use of Q Method for Evaluation of Public Involvement Programs at Contaminated Sites" (Webler, Danielson, and Tuler 1-54) and "Q methodology: A sneak preview" (van Exel).

Results and Discussion

Three groups of academic librarians emerged from these data. While not a picture of the entire profession as a whole, this information will provide a starting point for individuals and organizations to begin addressing the issues of stress in the academic library workplace.

Z-scores are given after each stressor. Z-scores above 5.000 or below -5.000 are significant in the study. "Z-scores are measures of how far a statement lies from the middle of a distribution. The units of z-scores are standard deviations. Hence, a statement with a z-score of -3.0 is three standard deviations below the mid-point of the distribution. That would be a statement at the very far left end of the Q sort" (Webler, Danielson, and Tuler 32).

The first group had five primary stressors affecting them in the workplace. (see table 1) This group of academic librarians is stressed primarily by the personal issues at work, the people who touch them in the course of their job. They are unfazed by outside pressures of money and pressures from others, it is the people they are helping and the people at home who cause them the most stress at work. For this group, stress reduction would be helpful in addressing some customer service skills or maybe some conflict resolutions skills. It may be helpful to see if anything has changed recently in their environment – do they have new patrons? Is someone at home sick? Is there a reason they are not taking breaks? Addressing these issues, or helping them to improve their skill set, may help them to feel more confident in themselves at work and decrease their stress.

Table 1
Information on Group 1

Information on Group 1	
Group 1 stressors	
• Never taking meal breaks	2.379
• Personal/family issues intruding at work	1.667
• Issues with members of the public	1.420
• Lack of personal space to work	.903
• Issues with students	.569
Potential stressors which were the least important this group:	
• Technology you use at work	-.526
• Lack of recognition for your work	-.589
• Lack of time to finish work	-.632
• Difficulties with co-workers	-.659
• Lots of interruptions to your work	-.811
• Many deadlines to meet	-.844
• Workplace culture	-.977
• Budget issues	-1.083
• Excessive workload	-1.658
• Issues with management	-1.752

The second group is stressed by their job, not so much by the people. (see table 2) No privacy, interruptions, schedules changing around – all of these are causing problems for this group of people. And, like Group 1, they are unfazed by problems with management, although this group is being stressed out by co-workers. In this case, it would be good to explore some of the issues involved in consistency or maybe the lack of it. Can more rigorous schedules be set up in advance, which would give them the time to finish work without interruptions and to rely on that time to complete tasks? A lack of structure is frustrating to many people, and it is hard to take satisfaction in a job when things are constantly changing for them. Setting up boundaries for everyone in a library, with input from managers, librarians, and support staff, may help to reduce stress and help everyone to focus on the mission of the library – to serve their community.

Table 2
Information on Group 2

Information on Group 2	
Group 2 stressors in common:	
• Lack of personal space to work	1.843
• Lack of time to finish work	1.494
• Difficulties with co-workers	1.447
• Lots of interruptions to your work	.976
• Personal control over your time	.916
• Pressure to be successful	.831
• Many deadlines to meet	.734
• Shifting schedule	.699
Potential stressors which are not as important to Group 2:	
• Building facilities	-.785
• Workplace culture	-1.130
• Adapting to changing expectations	-1.217
• Budget issues	-1.422
• Technology you use at work	-1.505
• Issues with management	-1.530

Table 3
Information on Group 3

Information on Group 3	
Group 3 common stressors:	
• Lack of personal space to work	2.044
• Shifting schedules	1.311
• Personal control to your time	1.050
• Issues with members of the public	.984
• Never taking meal breaks	.976
• Technology you train patrons to use	.903
• Building facilities	.831
• Technology you use at work	.671
Potential stressors not as important to Group 3:	
• Budget issues	-.538
• Personal/family issues intruding at work	-.561
• Salary	-.593
• Difficulties with co-workers	-.729
• Adapting to changing expectations	-.769
• Lots of interruptions to your work	-.955
• Pressure to be successful	-.988
• Many deadlines to meet	-.989
• Excessive workload	-1.099
• Lack of time to finish work	-1.420
• Workplace culture	-1.618

Group three is also stressed by a lack of control at work and the changing environment, but they have some definable issues bothering them and they feel the additional pressures of technology making their lives harder. (see table 3) Technology as a stressor in an academic librarian job is certainly an issue; it is difficult to keep up and difficult to know what to do to stay sharp professionally and help patrons. This may be one of the easier problems to fix – training for all staff on technology issues should be an ongoing part of an academic library. Librarians work in an ever-changing environment of technology and technology expectations, and that is not going to slow down or go away. Additionally, this group of librarians may feel extra pressure from dealing with groups of patrons who are likely to be more technology-friendly and early-adapting than other librarians, so the pressure to be skilled is more urgent for them. Added to this problems with the building – also an easily definable problem to address (cold, hot, lousy carpet, peeling paint, etc.) – and a lack of control over their schedules, working with their patrons can be stressful for these librarians. Addressing the specific issues of training, building maintenance, and structure in their day does not have to be expensive. And if it does require money to solve these issues, it is likely worth some extra cost here to avoid the exorbitant cost of replacing good librarians.

One of the positive pieces of information from this study is the lack of stress management is causing these academic librarians. Again, the results of this study may not be applicable to librarians in all academic libraries, but it does give a place to begin to address the problems of workplace stress.

Conclusion

Understanding sources of stress from the librarians themselves is a first step in addressing the problem of stress in the workplace. But stress is rarely an individual issue. Stress in the workplace affects everyone, possibly at different times or to different degrees or from different sources. But the results of this study show there are certain predominant concerns which can be tackled first to relieve some common stressors for academic librarians.

Taking a wider look at stress in the workplace and working to address stressors on an organization-wide or a profession-wide basis may not solve all the problems for everyone. But bringing the issue to the forefront of discussion not only validates stress as an important problem for librarians, but it also begins the conversation on building solutions. One person in the organization handling a stressor on her own is a nice thing, but fixing the problem for the entire library is an even better thing. And training librarians across the profession to deal with this stressor – either solving it or working around it – would be better still.

A review of the literature, anecdotal reports, and research data all show the same idea: stress is a problem for academic librarians. Taking some positive steps toward enumerating and eliminating the most common stressors will help everyone. The first step in that process is to discover the specific stressors, and using Q Method research can accomplish that for academic librarians. This study is a first step, and identifies some of the common groups of stressors experienced by academic librarians. It can be replicated in individual libraries, or individual communities or entire states, to see what stressors would affect a more focused population. It would also be very appropriate to repeat this study using paraprofessionals and others in the library, not just librarians, to get a more complete picture of the stressors affecting a library.

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But What Did They Learn? What Classroom Assessment Can Tell You about Student Learning

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Abstract

Teaching evaluations are commonly used as a tool to improve classroom instruction, both by librarians and by teaching faculty. These evaluations often give you information about how satisfied students are with your information literacy instruction sessions, but they can't tell you very much about what your students are actually learning. And students see so many evaluation forms during their college years that they frequently "tune out" when completing them, leaving you with data that aren't very useful.

This session compares a typical teaching evaluation with an easy-to-implement classroom assessment technique, with a focus on what each tool can tell you about what your students are learning. The presentation will explore common reasons why evaluations and assessments are used, and consider when it's appropriate to use which tool. We will also examine actual results of a "minute paper" classroom assessment tool and see what the presenter learned from that assessment, and how she changed her teaching as a result.

Attendees will leave with an understanding of the differences between teaching evaluations and student learning assessments, ideas for implementing student learning assessments in their own classes, and ready-to-use examples of classroom assessment techniques they can implement immediately.

The Impact of Budget Cuts on Acquisitions Workflow

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Abstract

When the head of the acquisitions section took advantage of an early retirement package offered because of budget cuts at the state level, the Technical Services Department at the Rod Library at the University of Northern Iowa was not allowed to refill the position. Duties were redistributed throughout the department, and the section responsible for cataloging took on many of the order placement tasks. An analysis of the skills of the members of the department helped determine who would be asked to do what. Almost every person in the department had some change in duties. Months into the reorganization, individuals involved in the decision-making share what is working so far, what still needs adjustment, and the lessons learned.

Introduction

Budget cuts are impacting government-funded libraries across the country. Even as these libraries are challenged to meet a higher demand for library materials, they are being often forced to do so with fewer financial resources and smaller staffs (Delss and Petrowski 4; Hoffert 34). Our library was unable to hire a replacement for a highly experienced retiree who had performed essential tasks in acquisitions. Instead, that employee's responsibilities needed to be absorbed by others, most of whom had not worked directly with those tasks previously. Those important responsibilities are now distributed widely across a number of staff members, and as a result, the library has found itself reinventing many parts of the acquisitions process.

The University of Northern Iowa's Rod Library has a staff of fifty-five, including nineteen faculty, twelve library associates, and twenty-four merit staff. Prior to the budget cuts, the library had an operating budget of $6.4 million, of which $2.0 million was the materials budget. The materials budget has been static since the 2002-03 fiscal year but has also been exempt from the various cuts the university and library have received during that time.

Budget and Retirement Circumstances

Many state governments have faced revenue shortfalls in recent years (McNichol, Oliff, and Johnson 1), which in turn have led to dramatic decreases in budgets for state government spending (Delss and Petrowski 4). One result in Iowa was an across-the-board 10% budget cut for all state departments, which led to an $8.8 million reduction of state funds going to the University of Northern Iowa for the 2009-10 fiscal year. Coupled with previous cuts, the university lost 23%, or $23 million, of its state appropriations between July 2008 and fiscal 2009-10 (Allen).

As one means of dealing with these cuts, the university in 2009 offered a voluntary early retirement program, providing retirement incentives for employees who met certain criteria of age and years of service. Across the university, 118 employees took advantage of the program, including 1 of the 55 people employed at the university's Rod Library. This retiree, who left in December 2009, had worked for the library for the previous twenty-eight years, all of them as a supervisor of the ordering processes in the library's acquisitions area.

One obvious motivation for the early retirement program was to reduce the number of university employees, at least temporarily. Some of the early retirees needed to be replaced immediately because of essential duties

they performed that could not be incorporated by others or because of multiple retirements in a single department or job function. The university administration determined that the position in the library would not be replaced, and the library administrators decided the duties of the position would be absorbed by the rest of the Technical Services Department.

Previous Structure of Acquisitions Duties

Prior to the retirement, acquisition duties were held primarily in two sections within the Technical Services Department: Acquisitions and Order Payment. The Serials Section also handled some of these duties. All of these sections were fairly small, only two to three people in each, and therefore each person was responsible for a number of tasks. The borders between the tasks of the sections were porous and there were times when the Cataloging Section would assist Order Payment with their work, mostly in recording order record numbers for orders placed.

Decision-Making Process about Changes

Once the decision was made in August 2009 that the retiree could not be replaced when she left in December, the head of the Technical Services Department was charged with determining how the duties would be absorbed by the rest of the department. She arranged weekly meetings in September and October of the department's supervisors and librarians. In these meetings, the group compiled and synthesized lengthy lists of:

- duties currently covered by each person in the department, including the retiree;
- necessary tasks performed in the department;
- past workload statistics;
- department-related skills held by each person, regardless of whether or how those skills were currently being employed; and
- the level of each skill that would properly be employed by individuals in particular labor classifications, in keeping with labor agreements.

The result of these meetings was a draft by the department head on restructuring the department and reassigning its duties. The department head first asked for feedback on this draft from the department's supervisors and librarians. After some minor adjustments, the department head set up individual or small-group meetings with the remaining department employees, where they were informed of the coming changes.

New Structure of Acquisitions Duties

When the changes to the Technical Services Department were finalized, both the structure of the department and the jobs of each individual in it were altered (see table 1).

The former four sections of the department:

- Acquisitions
- Serials
- Cataloging
- Order Payment

were merged into three:

- Acquisitions
- Ordering/Cataloging
- Financial/Supplies

Table 1
Old and New Structure of Technical Services Department Sections

Acquisitions Supervisor Order Specialist Gov Docs Specialist	*Serials* Supervisor Receiving Specialist Mail/Binding Specialist	*Cataloging* Catalog Librarian Catalog Librarian Supervisor Copy Cataloger Copy Cataloger Processing Specialist	*Order Payment* Supervisor (also Dept. Head) Secretary
retired ↓		↓	↓
Acquisitions Supervisor Order Specialist Receiving Specialist Mail/Binding Specialist		*Ordering/Cataloging* Catalog Librarian Catalog Librarian Supervisor Copy Cataloger Copy Cataloger Gov Docs Specialist/Copy Cataloger Processing Specialist	*Financial/Supplies* Supervisor (also Dept. Head) Secretary

Some confusion has arisen from these names since library departments or sections with the word *acquisitions* in their name typically handle all aspects of ordering. In this case, the ordering functions have been split among various groups, resulting in these unusual naming conventions.

Since the retiree was one of the old section supervisors and the number of sections was reduced by one, no other changes were needed at the supervisory level. In addition to the change in section names and functions, two employees changed the supervisor they reported to. The library assistant from the old Acquisitions Section who specialized in ordering joined the three employees from the old Serials Section, including its supervisor, to form the new Acquisitions Section. The library assistant from the old Acquisitions Section who specialized in processing government documents joined the six employees of the old Cataloging Section to form the new Ordering/Cataloging Section. Finally, the two employees of the old Order Payment Section stayed intact to form the new Financial/Supplies Section. This section is supervised by the overall department head.

The library assistant specializing in ordering, who moved from the old to the new Acquisitions section, retained some of her ordering duties, including all of the work associated with serial orders, rush orders, standing orders, and tickler-file items. Also, since she is one of the few library employees entrusted with a university credit card, she also places all of the firm orders from vendors whose most expedient method of purchasing is by credit card.

The duties associated with ordering and receiving serials remained relatively intact over this transition, staying with the same personnel in what was formerly called the Serials Section and now called the Acquisitions Section. However, this section also absorbed the receiving of firm orders, making it the hub of all receipts of library materials.

One of the most noticeable, and perhaps unusual, changes brought about by this shift in departmental personnel and duties was the taking on of specific ordering duties for firm orders by the Cataloging Section.

The section's two catalog librarians were asked to assume responsibility for controlling the daily flow of firm orders and for selecting vendors for these orders. This change was a somewhat natural one, since these two librarians already served as subject bibliographers for the library and were thus familiar with some of the routines involved with firm orders, including some knowledge of a number of book vendors and some of the pricing and discounting conventions used by those vendors. One of the librarians, before entering the library field, had worked for ten years as a buyer for a book, music, and gift wholesaler and had that experience to draw on as well.

The librarians hand off each day's orders to a student worker, who searches WorldCat by ISBN, when available, and copies matching records into a save file in OCLC's Connexion client for later use. The librarians perform this function for certain, more difficult items, mainly non-print media such as video recordings, sound recordings, and scores. The student also searches three key vendors, YBP, Ingram, and Amazon, for prices for each item, but the librarians are responsible for finding pricing information from other potential vendors.

Two copy catalogers and the processing specialist from the Cataloging Section were selected for the downloading of existing of bibliographic records, the creation of brief bibliographic records when needed, and the creation of order records for almost all orders of library materials besides serials, standing orders, and rush orders. These three library assistants were chosen for these duties not only because of the need to distribute tasks across the department in general, but also because of their:

- established expertise in handling various types of records, including bibliographic, item, order, and authority records; and
- proven skills in searching WorldCat.

To these WorldCat skills needed to be added the ability to select the best record with only limited bibliographic information, but without the item itself available in hand.

Challenges and Changes

Despite all advance planning, a number of challenges were naturally encountered during the changes in department structure and job assignments, which led to changes and improvements in the ordering process.

One unusual situation involves the hierarchy of the new Ordering/Cataloging section. Generally, the personnel in the section, except the two librarians, report to the section's supervisor. However, the department head made the decision not to involve the supervisor in the ordering process. This has resulted in some confusion when questions arise among the three employees who download and create bibliographic and order records.

Some of the existing vendor information at the library, including usernames and passwords needed for ordering, has been kept by the department head. This resulted, especially in the beginning of the shift in responsibilities, in the need to consult with the department head or sometimes to wait until she returned from a professional trip or vacation to get the information necessary to process the orders in question. To remedy this, the department head has created additional accounts with the vendors or has shared the information about the existing account.

At the beginning of the transition to the new structure, the two catalog librarians found themselves doing a great deal of rote work related to searching for records in WorldCat and for vendor pricing information. They quickly realized that much of this work could be performed by student assistants. Although these tasks mostly entailed searching various databases by ISBN, they happily found that the particular student who initially did these tasks on most days was able to find innovative ways to make the information she located both more complete and more efficient for later use by others.

Based on training from the retiring supervisor of Acquisitions, the Cataloging personnel assigned to enter order records were initially creating those records and all their various fields almost entirely manually. They

soon saw ways to greatly automate the order record process through the use of text strings in Connexion and templates in the library's Innovative catalog system. Specifically because these tasks had been distributed over three different employees instead of just one, the three of them worked together, along with their supervisor, to create and normalize these shortcuts across their workstations and accounts. The result of this collaboration was not only quicker work on the order records, but more accurate and standardized data as well.

Because of the nature of the university's accounting system, and because some purchases of library materials are made with special funds that originate with university-related foundations, combining these foundation orders with more normal, non-foundation orders is problematic. In fact, when such foundation items and non-foundation items are combined on a single vendor invoice, a significant amount of extra work is generated for the Acquisitions and Financial/Supplies sections in preparing these invoices for payment. Unfortunately, the Cataloging section did not learn of this problem until a number of orders that combined the two different types of funds had already been placed and received. The solution was simply not to place foundation and non-foundation orders together, but for the two main vendors with whom the library orders electronically, this entails separating orders of the two different types so that they are not even placed on the same day.

The same three Cataloging personnel were also routinely checking each other's order record work each day for accuracy in basic fields, such as ISBN, vendor, and price, but they realized that this relatively simple checking could also be done by student assistants. In addition, the various Cataloging employees have worked together to create simplified workflows for special kinds of orders, including replacements for lost or missing library materials and concentrated bulk orders generated by the allotments of special funds from the university.

One major challenge yet to be tackled is the creation of a workflow system that would depend much less on paper documents that are passed from one person to another and much more on an local online database that could be used to transmit the same information electronically.

Conclusion

The budget pressures facing libraries of all types show no sign of letting up in the near future. For many, this may mean providing the same services with a smaller staff. As technical services personnel look for ways to complete their essential tasks, they may find themselves distributing duties formerly fulfilled by a single person across a number of people instead. We hope our scenario of absorbing the tasks of a retiree serves as one successful example of that process.

Additional research is needed to determine whether libraries in general and technical services departments in particular are able to maintain their essential functions when their staffs are reduced. This research should examine situations in light of other factors, such as changes in demand for services, reduced materials budgets, and the changing mix of print and electronic resources.

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The Library through Students' Eyes: Exploring Student Research Needs in the Brick and Click Space

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Abstract

In an ideal world, libraries would have limitless money and time to redesign buildings and websites to meet the evolving needs of users. When faced with the realities of flat budgets and outdated physical and virtual spaces, library staff at Gustavus Adolphus College asked how both our library building and website could continue to support the research needs of our students. How do we revise the website to provide better access to information? What steps can we take to increase students' use of underutilized sources of assistance, such as the Reference Desk? How can we better direct students to information sources within the library? In short, how do we create the best library possible to support our students in their research?

Library decisions need to be based on data about how students actually interact with physical and virtual library spaces when they conduct research, as well as informative comments about improvements they would like to see. In order to solicit this vital data for our library, we utilized a range of ethnographic methods. Over the course of a semester, we interviewed students about where they seek help in the library, conducted focus groups to analyze our website, coordinated photo diaries documenting the library through students' eyes, and surveyed the student body about the physical building. Our approach was also marked by significant undergraduate involvement in the design and execution of the study. Our findings will help us make the library more conducive to learning and increasingly relevant in the lives of our students by transforming student-focused data into improved physical and virtual library spaces to better support the research needs of undergraduates.

This session will provide attendees with a framework for collecting and using data gathered from students to improve access to research sources and services. The framework is both scalable and is a sustainable process for continuing to understand how students intersect with library spaces in future years. The presenters will also discuss plans for changing our building and website as a result of the study and outline an initial assessment plan.

Introduction

Academic libraries exist in a state of flux. Our materials are increasingly moving from print to electronic formats, challenging us to provide new methods of access. Our patrons are also changing; current students are fluent in using the internet but have not necessarily been socialized to understand the unique roles libraries can play in their education. Additionally, every generation of students brings different expectations of the

kinds of research and study spaces they need. Furthermore, libraries often have limited resources to assess and implement changes on an ongoing basis. Faced with such pressures at our library, we sought to find a way to see the library from our students' point of view. Our goal was to conduct a study on a limited budget that would help us learn how our students use and think about library spaces and resources.

We based our approach on the study described in *Studying Students: The Undergraduate Research Project at the University of Rochester*, which utilized a variety of ethnographic methods. Since students need to navigate the library as both a physical and virtual site of research services and collections, we believed it was essential to investigate students' research needs in the context of both realms. An analysis of initial results reveals multiple changes we can make at our library to better serve student research needs. Further, our framework is scalable for libraries of any size and will be a sustainable process for continuing to understand how students intersect with library spaces.

Literature Review

The use of ethnographic methods in libraries is a growing trend, particularly as librarians are looking to improve the resources and services they provide to their patrons. According to the American Anthropological Association, an ethnographic approach to studying human behavior is "inductive" and utilizes "multiple methods," such as "participant observation, structured and unstructured interviewing, [and] focused discussions with individuals" (AAA Executive Board). In 2007, Foster and Gibbons introduced the library community to the value of using ethnographic research methods to elicit user-focused data in order to better understand students' academic experiences and needs. By taking a student-focused approach, the researchers sought "to describe in detail how students actually write their research papers" in order to enhance the University of Rochester libraries' reference services, resources, facilities, and website (Foster and Gibbons v). The publication, *Studying Students: The Undergraduate Research Project at the University of Rochester*, has inspired other academic libraries to apply ethnographic methods to identify and meet students' needs.

The research team at University of California, Fresno utilized similar methods on a much larger scale to "[explore] undergraduate student attitudes and practices related to library use" during the 2008-09 academic year (Delcore et al. 9). Through the use of multiple ethnographic methods, the researchers not only increased their understanding of student academic and social experiences but also were able to produce a list of specific recommendations to better align library services with student needs.

In a related study, five Illinois institutions formed the Ethnographic Research in Illinois Academic Libraries (ERIAL) Project to "obtain a holistic portrait of students' research practices" (Asher et al.). Using similar methods to those employed in the University of Rochester study, the authors discovered that although students struggled with information literacy skills they did not seek out help from librarians.

Other user-centered studies of library physical and virtual spaces range from enhancing the use of institutional repositories (Foster and Lindahl 2008) to assessing patron satisfaction with library facilities, service, and electronic collections (Gerke and Maness 2010). Similarly, Ohio University conducted a comprehensive survey in order to understand the technology and library culture(s) of its students (Booth 2009). The overall theme in each of these studies is the emphasis on eliciting student- or user-focused data to understand students' experiences, expectations, and needs as a means of assessing and improving library services.

Methodology

For our study, we implemented an ethnographic approach that utilized multiple student-focused research methods in order to gain a holistic understanding of how our students interact with physical and virtual library spaces when they conduct research, as well as information about improvements they would like to see. We recruited a representative sample of majors and class years through a variety of methods, including e-mail invitations, table tents in our student cafeteria, signs around the library, a posting on our library blog and word of mouth. We offered several incentives for participation in various aspects of the study, including a drawing for a private library study room for one semester and free printing vouchers. We collected all data during spring 2010.

We used three primary methods to gather data:

- **Survey.** We conducted an online survey of the student body, with invitations distributed via college e-mail lists. The survey included a combination of qualitative and quantitative questions about students' use of the library building and the website, querying both academic and social uses. We invited 2,367 students to complete the survey and received 599 responses. We analyzed the qualitative responses by coding them in statistics software.

- **Photo diaries.** We coordinated a photo diary project in which ten students photographed different spaces around the library during the course of a week. Students took photos in response to 24 prompts; for each photo prompt, students were asked to answer in writing a question designed to help contextualize that photo. Information from the photo diaries was coded in statistics software.

- **Web focus groups.** Library interns facilitated two one-hour web focus groups of six participants each. Focus group participants created their ideal library website and designed a library website research guide for incoming students. We analyzed the focus groups by reviewing the discussion transcripts and documents generated during the focus groups for themes about how students use the website for research, and how we might improve it.

We also utilized additional methods of data collection, including interviews of students conducted by a library scholarship recipient, a mapping exercise to determine how library spaces are used throughout the day and flip charts placed throughout the library to solicit student responses to various questions. While full analysis of data collected during spring 2010 is beyond the scope of this paper, we will continue to analyze our data and share findings with the library community. We centered our first round of analysis on ways students conduct research both within the library and on our website; the findings, discussed below, will help us better meet the information needs and understand the research behaviors of our students.

Asking for Help

The survey posed the following question to respondents: where do you go to find help in the library? Students were not given a list of options from which to choose; the open-ended format allowed us insight into how students describe various areas of the library in their own words (see fig. 1).

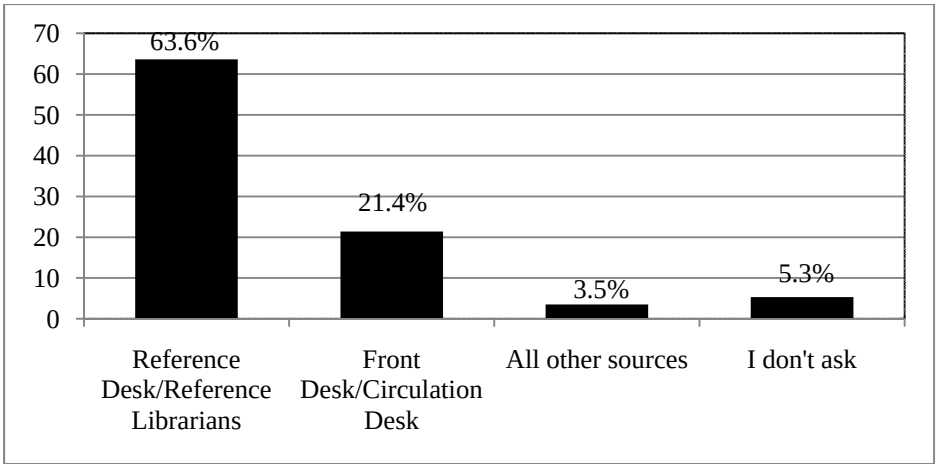

Fig. 1. Places where students go to find help in the library. ("All other sources" includes student workers, library employees, any manned desk, the internet, library website, catalog, and databases.)

Almost two-thirds of respondents (63.6%) report that they seek help at the reference desk or from a reference librarian. Anecdotally, librarians at our institution agree that our students underutilize the reference desk, and while this may be true, we are encouraged that a majority of students identify the reference desk as the primary location to ask for help. One in five students (21.4%) asks for help at the circulation desk; the

majority of these students described it as the “front desk,” prompting us to consider changing the name of the desk to “Front Desk” instead of the current name, “Circulation Desk.” After combining all other identified sources of information into one variable, we find that only a very small percentage of students (3.5%) ask for help from other sources, such as student workers, friends, other library employees, the catalog, databases, the library’s website.

While coding the data, we counted the number of places students reported asking for help (see fig. 2).

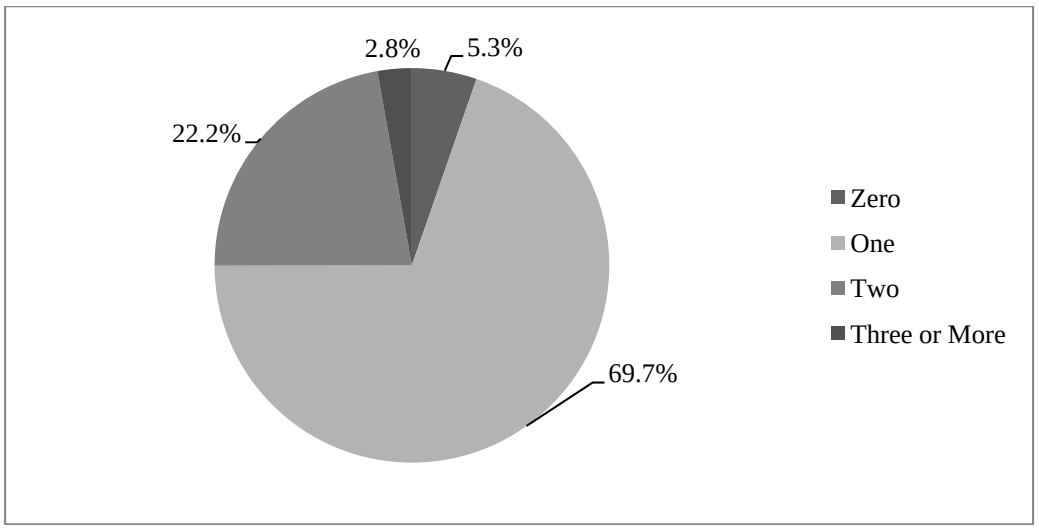

Fig. 2. Number of places where students ask for help.

Over two-thirds of students (69.7%) report only one place where they ask for help. Close to one-fourth (22.2%) ask for help in two places while only 5.3% never ask for help in the library. Of the students who report only one source of asking for help, nearly two-thirds (61.2%) ask for help at the reference desk. This confirms our earlier finding that the reference desk is indeed a vital service in our library while raising additional questions. In the survey, we did not ask students how often they ask for help in the library, suggesting a place for further research into how students utilize the reference desk and how we might boost their use of this resource.

Responses from the open-ended question provide insight into how the students describe the reference desk (see fig. 3).

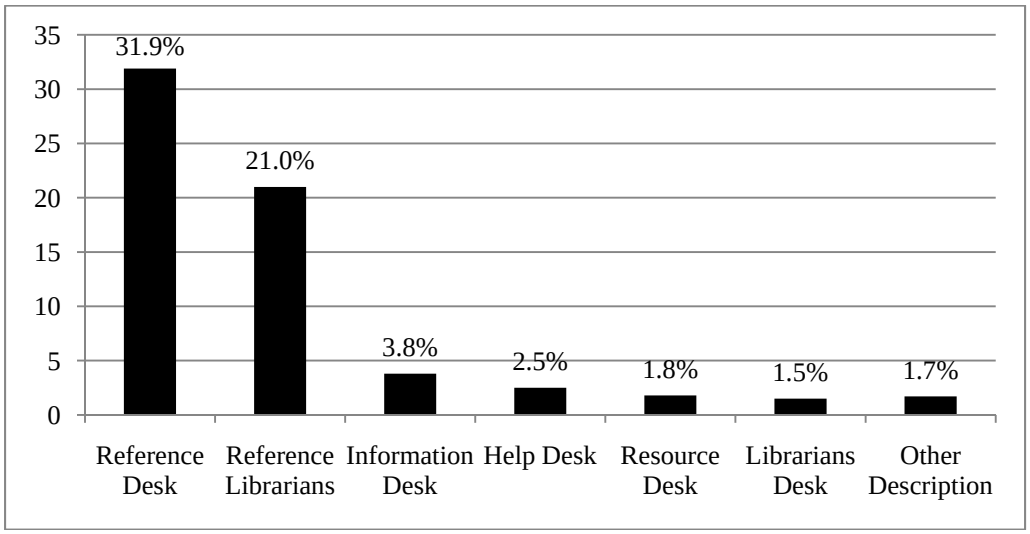

Fig. 3. Ways in which students describe the reference desk. (“Other Description” includes names such as “big circle desk,” “reference table” and “desk where the librarian sits”.)

Although respondents refer to the desk by a number of different names (info desk, help desk, resource desk), 83.0% of students who ask for help at the reference desk call it either the reference desk or refer to reference librarians. Since the majority of librarian interaction with students occurs at the reference desk, we are assuming students are coming to the desk to speak with a librarian. This finding informs an ongoing conversation librarians have had at our institution: should we rename the reference desk? Do students really know what the reference desk is for? Data from the survey indicate that the proper name of the desk does hold meaning for students. The challenge is then to increase student use of the desk. To meet this challenge, we are planning a separate study to determine ways of improving usage through possible initiatives such as desk redesign and increased advertising.

Finally, we looked to see if patterns emerge indicating which students are more likely to use the reference desk (see table 1). To determine patterns, we analyzed the demographic characteristics of students who said they ask for help either at the reference desk or from reference librarians.

Table 1
Who is More Likely to Use the Reference Desk? (Percentages)

Rate of Library Use	
• **Daily**	**69.8**
• Weekly	65.2
• Monthly	60.8
• Seldom	49.3
Gender	
• **Women**	**66.8**
• Men	55.5
Year	
• First Years	58.3
• Sophomores	57.2
• Juniors	63.9
• **Seniors**	**76.3**
Major (by divisions)	
• **Education**	**71.2**
• Humanities	69.6
• Fine Arts	69.2
• Social Sciences	66.1
• Preprofessional	64.7
• Natural Sciences	59.8
• Interdisciplinary	57.1
• Undecided	55.3

Not surprisingly, students who use the overall library at a greater rate are more likely to ask for help at the reference desk. Women are also more likely than men to ask for help at the reference desk. Use of the reference desk increases with class year as well; only slightly over half of both first-years and sophomores use the desk compared to almost two-thirds of juniors and three-fourths (76.3%) of seniors. This finding is encouraging as it points to a trend that students use the reference desk as their class work and research needs (presumably) become more complex and sophisticated. Finally, students majoring in any of the Education Division majors (Nursing, Education or Health & Exercise Science) are slightly more likely than other students to use the reference desk than their peers. Students majoring in any of the Natural Science & Mathematics majors are the least likely to use the desk, at a rate of 59.8%. This finding is not surprising as undergraduate research in the sciences typically does not require as much library research as other divisions. By understanding better which students are more likely to use the reference desk, we can identify those who underutilize the desk and create outreach initiatives to reach them. For example, we might consider

developing information sheets or email notices directed at students in specific disciplines, outlining the kinds of questions they could ask at the reference desk and the kinds of assistance they can expect to receive.

From the Students' Point of View

In order to augment findings from the survey, we recruited a small group of students to participate in a photo diary exercise. Ten students took photos around the library in response to a series of prompts designed to address the following question: why do students come to the library? According to the Photo Diary participants, there are two main reasons: study space and resources – or, as one student said, simply "for good grades!" Out of the 24 prompts students were asked to answer, 8 related to study space and resources in the library (see fig. 4). Findings from an analysis of these prompts reveal ways in which the library can address student research needs and supply the kinds of study spaces that support student learning.

1. **Your favorite place** – *what do you like about this space?* 2. Your least favorite place –*what don't you like about this space?* 3. Something you can't imagine the library without – *do you think this/these will still be in the library 5 years from now? Why or why not?* 4. Something you don't think should be here – *where do you think it should be?* 5. **Your preferred solo study space** – *why do you like studying here?* 6. **Your preferred group study space** – *why do you prefer this space for group work?* 7. **What your study space looks like when you're working** – *what does this photo say about you?* 8. Your most common destination – *what brings you here each time?* 9. Something you'll miss when you graduate – *comments?* 10. Something you want to change in the library – *what do you want to change about it?* 11. A picture to show to a "prospy"* – *why do you think this is a good picture to show to someone you want to come to Gustavus?*	12. Someplace you've never been before - *why haven't you used this space in the past? Do you think you'll ever use it in the future?* 13. A place in the library where you feel lost – *what do you think we could change to help you?* 14. **Where you ask questions** – *what sort of questions do you ask here? Why here (over another location)?* 15. Library activity – t*his was deliberately vague. Please explain why you chose what you did.* 16. Something unique (to our library) – *why don't you think this is in other libraries?* 17. Something you want more of – *comments?* 18. Most popular space – *why do you think this space is popular?* 19. Least popular space - *why do you think this space is unpopular?* 20. The computer you use most often in the library, showing its surroundings – *comments?* 21. **Your favorite search tool** – *what do you like about it?* 22. **A resource you rarely use –** *why don't you use this often? Do you think we need to keep this resource?* 23. Something you have a question about – *what is your question?* 24. **Why you come to the library –** *comments?*
**prospy = prospective student*	

Fig. 4. Photo Diary Prompts (Prompts discussed in text are in bold.)

In terms of where students ask for help, the results are very similar to the survey: 7 out of 10 students choose the reference desk or librarians as the place where they prefer to ask questions, compared to only 3 who report asking for help from the circulation desk and staff. Students also shared the types of questions they usually ask in the library. Not surprisingly, the majority of questions students ask relate to locating materials in the library (see fig. 5). The second most common type of question relates to research, which students ask exclusively at the reference desk, along with questions about papers and citations. Despite the fact that we often feel the reference desk is underutilized, it is clear that students associate the desk with the appropriate place to ask questions of librarians when they need help.

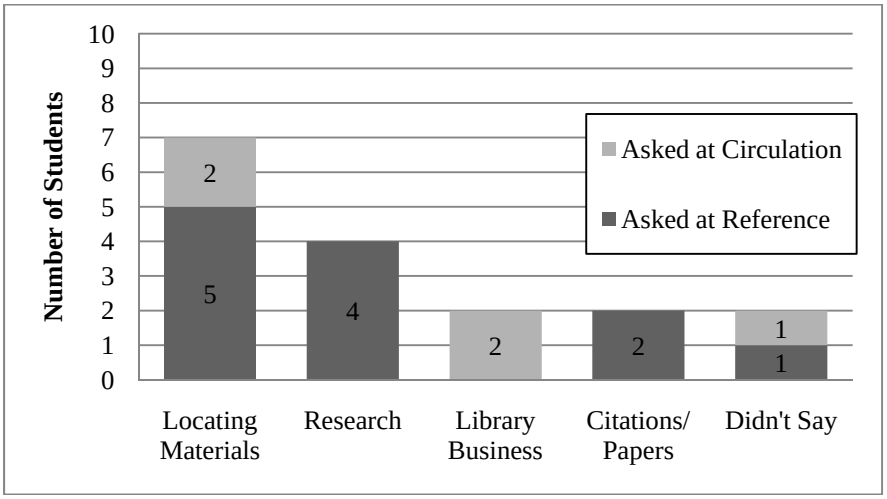

Fig. 5. Types of questions students ask and where. (Library Business refers to fines, room reservations, etc.)

We were pleasantly surprised to see that 6 of the 10 students identify the library website, catalog, or subscription databases as their favorite search tool, compared with only 3 who prefer Google (although there was one student who said both). Two students also selected non-electronic search tools – a dictionary and library signage on the bookshelves. In terms of what resources the students rarely use, each student gave a unique response, such as not using periodicals since they have only researched ancient history.

We also asked students to photograph their favorite spaces. There is a clear distinction between which spaces students select as their favorite and those where they prefer to study. In prompts 1, 5, and 6 there is a lot of consensus among the students. For their favorite spaces, 5 of the students favor “comfy chairs facing the windows.” Five students also prefer private study rooms as their favorite place to study. Photo diary participants are almost evenly divided between preferring group study rooms and the large round tables located throughout the library for group study. When we consider written comments students provided for their photographs, it becomes clear that for most students their favorite space in the library is where they feel comfortable. With their preferred solo and group study spaces, students prioritize having enough work space and privacy, which several students mention as desirable both to stay focused and to avoid disturbing others in the library.

We asked students to photograph what their work space looks like when they are studying (see fig. 6). Although student comments focus on a need for enough work space and the ability to be productive, several other trends emerge from their photos. Students have a wide variety of materials accessible while they are studying, and they need spaces with plenty of room to spread out. Interestingly, only half of the students set themselves up with computers – three with laptops and two with library desktops.

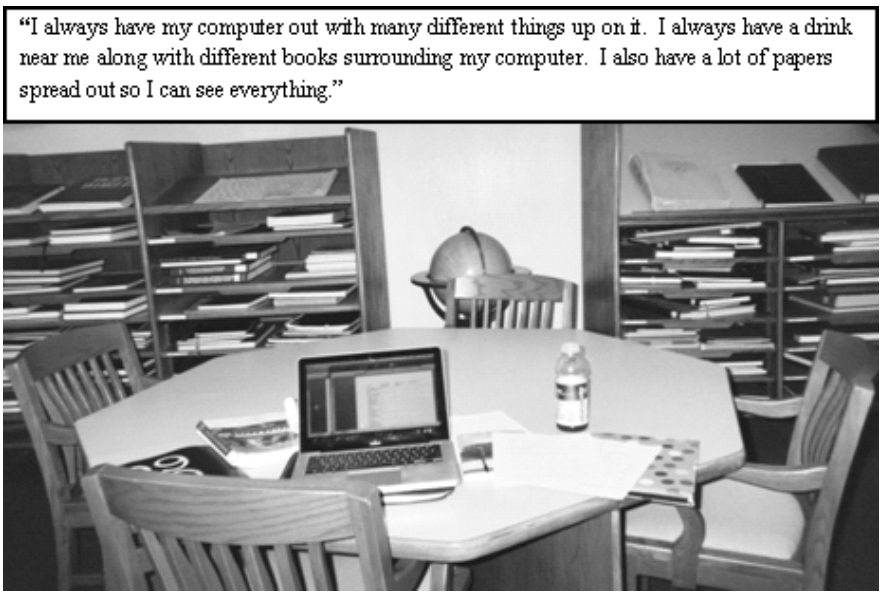

Fig. 6. Example response to "What your study space looks like when you're working".

Overall, student comments and photos reveal several general themes of what students expect from their study space (see fig. 7).

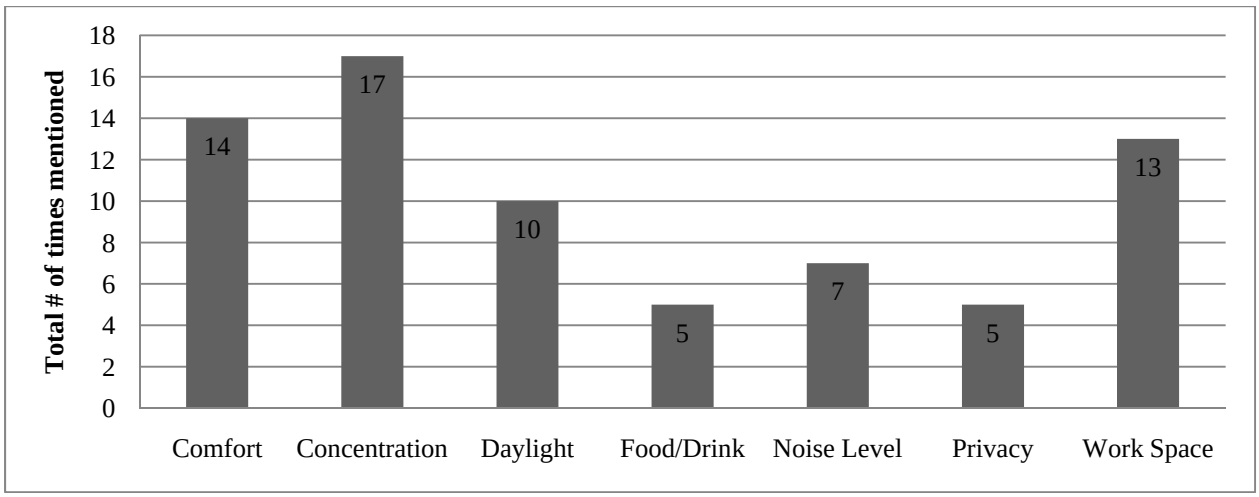

Fig 7. Student expectations of study space.

Most important to students are spaces that facilitate concentration; every student stated that a space needs to be conducive to concentration or productivity. Students also express a strong desire for comfortable spaces with enough room to spread out. About half the students prefer space with natural lighting, an appropriate noise level, privacy, and access to food and drinks. Overall, it is clear that students have a variety of needs that the library should continue to meet, ranging from access to a variety of resources to suitable study spaces. Within our library committee structure, we will consider ways to provide more private study spaces as well as find ways to make spaces more comfortable, such as investing in additional padded furniture as funds allow. Results will also help shape any future library building expansion.

Students in the Virtual Space

By spring 2010, our library homepage was outdated. The last time we redesigned it was in 2006. Since then, much has changed about our collections and the way we provide access to them. For instance, we have added a link resolver, we began using a content management system for our research guides, and we have developed

a larger e-journal collection. We needed to assess how well our current website was supporting students' research needs in order to discern how we could better meet those needs. We gathered data on students' perceptions of our website through questions on our survey of the student body and through two focus groups.

From a reference perspective, we were most interested in students' response to an open-ended survey question: "What do you use the library's website for?" (See fig. 8)

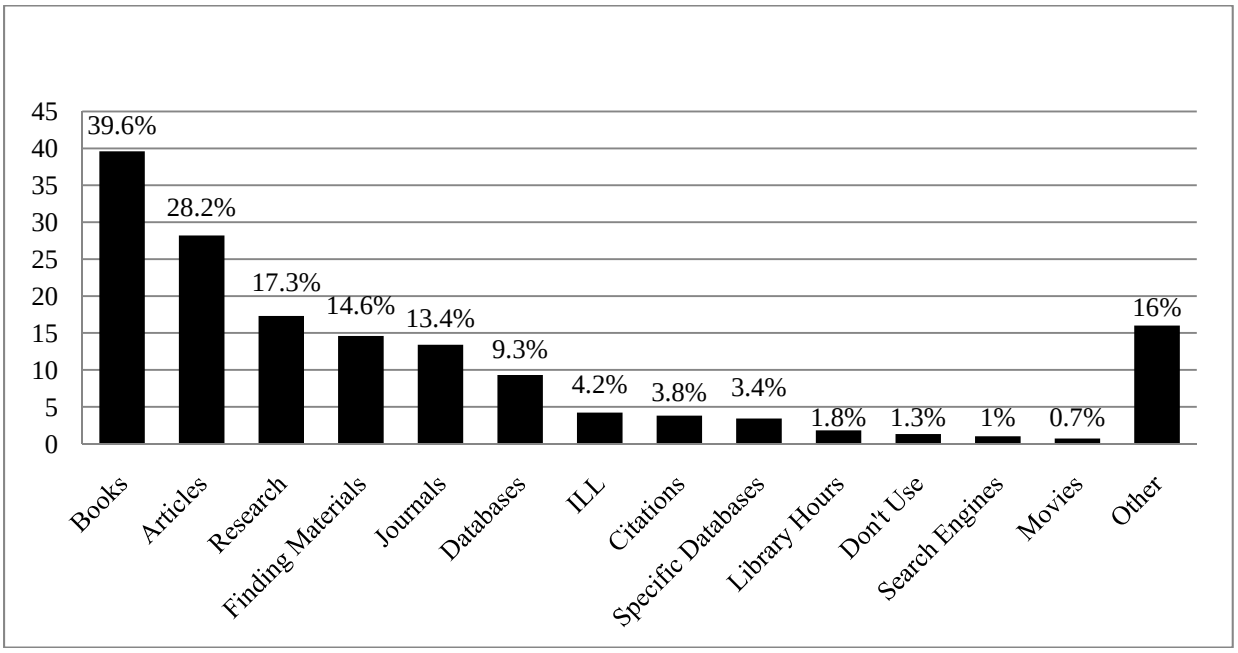

Fig. 8. What students use the library's website for.

The responses are useful alone in identifying the terminology our students use. For instance, their responses tell us that the terms "article," "journal," and "database" are all meaningful to them. On the other hand, they rarely use the term "periodicals," which suggests that we should reconsider the name of our Periodicals Department. While the survey responses are interesting linguistically, they also suggest further questions to explore. For instance, we know that terms such as "article" and "database" are meaningful to students, but we don't really know *what* they mean to them. We know students are using the website to search for books and articles, but we don't know *how* they are searching for them and *what paths* they're taking to reach them. Are they going directly to the catalog and databases? Or are they going through our subject guides?

We also conducted two 60-minute focus groups to help us gather student-generated information on how we can best support their research needs through the website. Both focus groups consisted of warm-up brainstorming exercises, followed by the main exercise.
The first focus group was closely modeled after the web design workshops from the University of Rochester study. We began with a brainstorming exercise in which students discussed what they want to see on a library homepage. Next, students discussed the current library homepage; they identified features they liked, disliked, and would like to add. We divided the participants into two groups of three for the main exercise: designing their ideal library homepage from scratch, and presenting it to the other group. The homepage mock-ups reveal that students want a dynamic, colorful, and simple homepage, with consistency of design throughout the site (see fig. 9). They call for a one-stop single search box for all formats, similar to Google. They also suggested prominent placement in the upper left section of the screen of the "Find / Search" feature they would use to search for articles and other materials. The students want a combination of straightforward links to research resources and support, as well as links to what they called "fun / interesting" features, such as the "Read of the Month."

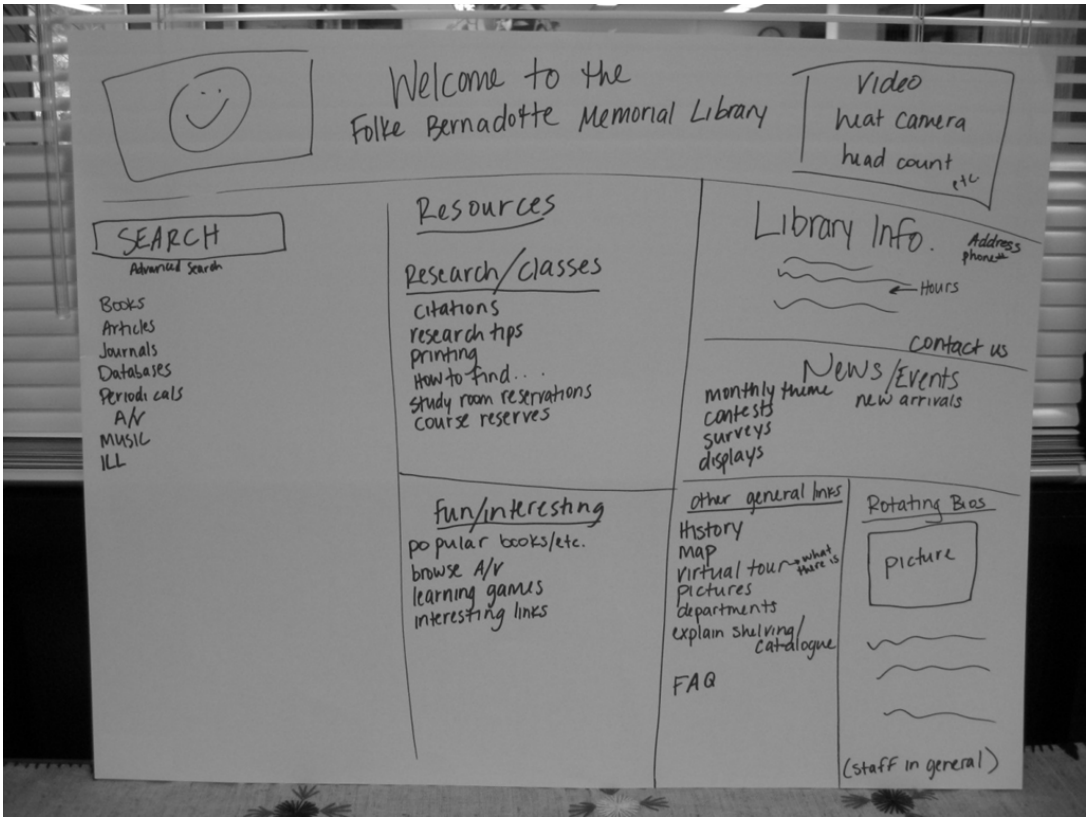

Fig. 9. Ideal Library Homepage Mock-up

While focus group one revolved around issues of library homepage organization and terminology, focus group two was centered on how students use the website for research, with an emphasis on helping new students. We began with a warm-up/brainstorming exercise during which students shared what was new to them about doing college research in their first semester. Then we asked them to think about a research paper they had worked on recently, and describe how they used the library's website, if they used it; and if they did not use our website, what types of resources did they use and why? We divided the participants into three groups of two for the main exercise: creating a guide for incoming first-year students about how to use the library website for research. The pairs had 30 minutes to work on this exercise on a computer, and the content and format of the guide were at their discretion. Analysis of the guides suggests that students want step-by-step instructions for tasks such as where to search for articles or books and how to check their library account. They also want support for more complex topics, such as how to get started on a research project, how to understand an assignment, and how to use different types of sources. Three topics were common to all three research guides: Interlibrary Loan, our "Citing Your Sources" page, and our "Resources for Courses and Programs" page, which includes links to our course guides and subject guides. We often question how much students are using the subject guides, so it was reassuring that they came up in the focus groups.

Discussion

Results from our student survey, photo diaries, and web focus groups illustrate overlapping themes. Students want a variety of spaces conducive to individual and group work, comfortable spaces with access to natural light, and better tools to help them navigate the library. They want a website that is visually appealing, dynamic, and easy to navigate. We found that students used a variety of resources, both physical and virtual. We learned that while some students are aware of the research support we provide at the reference desk and on our website, we can do much more to promote our in-person and online research services among both students and classroom faculty. Also, there is some indication that although students use the library primarily for academic purposes, they also like to use it recreationally.

We have shared our initial findings with the entire library staff and have begun implementing changes, such as creating improved signage to help students locate materials. In order to bring a fresh perspective to the findings, we have distributed our findings and initial recommendations to our library committees for consideration next year: our Outreach & Promotions Committee will design improved signage and seek ways to better connect students to our collections through recreational reading promotion; our Space Committee will investigate furniture and other space needs to make our physical library space more inviting for study and recreational purposes; our Wireheads Committee will consider results related to the library's technology infrastructure; our librarians will strategize about ways to improve and promote our face-to-face and online research support services; and our Web Task Force will conduct additional research into students' research behavior in the online environment, and how we can revise our website to better support their research needs. The appropriate committees will also conduct additional studies as needed, such as examining how students access different online resources and further studying reference desk usage, including how often students ask for help in the library. As changes are made through the committee structure, we also plan to repeat some aspects of the study to assess their impact.

Recommendations for Other Libraries & Conclusion

Based on our experiences using ethnographic methods at a small liberal arts college library, we recommend the following tips for librarians considering similar studies:

1. **Use a variety of ethnographic methods.** Large-scale studies, such as those conducted by the University of Rochester libraries and the ERIAL Project, can be modified to suit varying library budgets, staff, and time frames. The use of ethnographic methods allows researchers to understand how students use the library's physical and virtual spaces in their own words and through their own eyes—thus taking a student-centered approach.
2. **Address both physical and virtual library spaces.** As library collections transition from print to online, it is important to consider how students interact with both physical and virtual spaces.
3. **Involve undergraduates in the research team.** In addition to taking a student-centered approach, the inclusion of undergraduate students in the research planning and implementation process is beneficial. From proof-reading questions for the survey to conducting interviews and focus groups, our student researchers were invaluable.
4. **Be prepared to conduct additional research.** New questions and possible changes will inevitably arise from your results. A library space project shouldn't be considered a one-time event but part of the continual assessment and evaluation process at your library.

By utilizing a variety of ethnographic methods, we have a better understanding of how our students use both the physical and virtual aspects of the library, equipping us to enhance the resources and services we currently provide. The initial analysis has already led to some changes around the library, and we will discuss possible improvements in various committees during the coming year. Inspired by studies conducted on a larger scale, we adapted and designed new methods to suit our needs and capabilities. We encourage other libraries to consider similar projects designed to investigate how students utilize library resources, whether it's studying an individual service or considering how students use the entire library. As users' needs change over time, constant reassessment of services is necessary to provide our students with the best possible research experiences we can offer.

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23 Things x 600 People = Building an Online Library Learning Experience in Kansas

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Abstract

Time restraints, travel, and finances can create barriers for librarians, preventing them from attending continuing education events. Originally created by Helene Blowers (Blyers, Library Bytes), 23 Things is a workable model for asynchronous technology training. The original 2006 program (Learning 2.0) helped Blowers' staff to learn new Web 2.0 tools. Since that time, many organizations have initiated similar programs for library staff. This unique concept helps participants create community by self-directing their activities using an online framework provided for them. Participants complete the lessons virtually on their own blogs, writing about their experiences during each lesson.

After seeing the success of other 23 Things programs, several librarians in Kansas decided to create their own 23 Things program. Through a series of online meetings and a face-to-face discussion at the Kansas Library Unconference, a group of leading mentors emerged. From March 2009 to January 2010, these mentors met in an online meeting room every few months to plan out the program. During these meetings, the mentors created a logo, decided on tools to cover, built a website (http://www.23thingskansas.org), and created lessons. Publicity was sent out on statewide library listservs, with the program beginning on January 11, 2010. Almost 600 librarians, library staff, library trustees, and library friends from many of the state's public, school, academic, special and regional libraries, as well as the State Library of Kansas, registered for 30 hours of continuing education credit. A few librarians from outside Kansas and the United States were also official participants, and countless others followed the lessons on the program website.

This paper is written by the program mentors Heather Braum, Rebecca Brown, Diana Weaver, and participant Jan Brooks. Through the paper, discover how the 23 Things Kansas program helped librarians across the state of Kansas learn about various technology tools and how it also assisted them with networking with and learning alongside their library peers from different library types. The authors cover a brief history of the 23 Things program concept and discuss the creation of the Kansas program. They also address problems and difficulties with the program, including more registered participants' than foreseen. Finally, they provide feedback from program participants, feature future program plans, and offer recommendations about how other libraries can start their own 23 Things program.

Review of Literature

Much library literature acknowledges that the phrase, “Library 2.0” was coined by Michael Casey in 2005

when he described a "model for library service that encourages constant and purposeful change, inviting user participation..." (Casey and Savastinuk 40). Seeking ways to incorporate this new model, Helene Blowers of Charlotte and Mecklenburg County Library devised a program in 2006 encouraging her library to become familiar with 2.0 tools freely available on the web. During "23 Things," staff were encouraged to dive into new technologies, such as blogs, wikis, or podcasts and then rewarded for completing the short lessons. Blower's instructional blog exists online and can be freely accessed as a guide for 2.0 lessons (Learning 2.0).

Blowers and Reed (12) explored the underlying core competencies which ground the design of 23 Things, and in their article, Stephen Abram's work, "43 Things You (or I) Might Want to Do This Year," was credited as the basis of the fledgling program (13). Upon reviewing the inaugural 23 Things program, Abram concluded, in a related article, that members of the staff were engaged and evidence existed that their skills and competencies increased; in addition, the program was seen as cost-effective, timely, non-disruptive to regular services, innovative, creative, and displaying leadership ("15 Minutes a Day" 35-36). Concentrating on hands-on discovery, play, and creating an atmosphere of learning, Blowers has remained a strong supporter of other libraries wishing to adapt the 23 Things format (Blowers, "10 Tips" 57).

Several articles document the experiences of 23 Things participants. One of the earliest adapters of the program was the Missouri River Regional Library in Jefferson City who began their program in December, 2006. They expanded the number of "things," and required a Gmail and Bloglines account of each participant, concluding that their 2.0 discoveries should be continued in "Library University" (Hastings 37).

Also in 2006, the 23 Things program was adapted Down Under by Yarra Plenty Regional Library, one of Australia's largest public library systems. Lynette Lewis ("Library 2.0 Taking it to the Street") explains the implementation of new delivery methods of services as a direct result of 23 Things and reflects on sharing their program with other libraries.

Santa Cruz Public Libraries documented changing attitudes toward technology at the conclusion of their program which added what they called a "lighten up" approach. Deadlines were extended, management created time for learning, and results were encouraging:

> The project has empowered the staff with a systematic repertoire of Library 2.0 terminologies and applications. Instead of being confrontational or scared of new gadgets, employees actually welcome and enjoy users' inquiries on mashups, Facebook, YouTube, downloadable e-audios, etc. An assessment completed by participants shows that they overwhelmingly have a positive attitude toward emerging technologies and that they want to challenge themselves to learn new things at work. With the new knowledge and technical tools, they feel more confident in their work and are able to help the public more aptly. (Titangos and Mason 54)

Library literature has few references to academic libraries adapting the 23 Things format, but Edith Cowan University Library was the first Australian academic library to offer the program. Success was attributed to adult learning principles and an immersive learning environment. An exciting conclusion of this paper was the statement, "We are now seen within the university as technology leaders and the university's professional development section is looking at a similar program for academic staff" (Gross and Leslie 799).

After reviewing the literature, it appears that the challenge to 23 Things Kansas was going to be to establish a program that would be relevant not only for the public and school librarians who had typically embraced and adapted the program, but for library employees in academic and special libraries as well. Minnesota, Nebraska, and Idaho have been among the states attempting state-wide delivery of the program, but the literature is not readily available containing their reflections. So could Kansas mentors have ever predicted the huge numbers of response? Adapting to a large and varied group of participants proved to be the challenge for 23 Things Kansas. The following paragraphs contain an evaluation of the response and outcome.

How 23 Things Came to Kansas

Several librarians in Kansas, including Cindi Hickey (State Library of Kansas), David King (Topeka & Shawnee County Public Library), and Brenda Hough (MaintainIT Project/Northeast Kansas Library System), had long dreamed of bringing the 23 Things program to Kansas. In an early investigation, Hickey invited Helene Blowers to be a part of a 23 Things Summit webinar in March 2009. During the webinar, over 300 participants heard from organizers of other 23 Things programs who shared their best practices and lessons learned from their programs; many resources can be found online from this summit (Community). After the summit, a discussion took place at the Kansas Library Unconference about starting a statewide 23 Things program. The group benefited from talking with Kathryn Greenhill, an early 23 Things program adopter at Murdoch University, who was at the event and provided much needed advice (Greenhill). Notes from this initial planning meeting are still archived online, as are notes from other planning sessions ("23 Things Kansas Planning").

During the next several months, planning meetings took place online. Librarians from across the state, representing regional library systems, the State Library of Kansas, academic libraries, large public libraries, and small public libraries, all worked together to design and create the program. Mentors (those leading the different lessons) created the 15 lessons, which all focused on community, sharing, and productivity. Each week, these lessons were posted to the program website (23 Things Kansas), where participants would be able to see the lessons, comment on them, and carry them out. While it ended up not being a "true" 23 Things program, where 23 specific tools or lessons were carried out, the group chose to continue to use the 23 Things title as many people were at least somewhat familiar with this name.

When the program was officially announced and registration launched in December 2009, the organizers anticipated maybe 200 participants. But when registration closed in mid-January, almost 600 librarians from across Kansas were registered for the program. "Never in a million years did we dream we'd get more…almost 600 registrations for the program," let alone "representation from academic, school, and public libraries" (Hickey).

With 600 registered participants, it became quickly clear that there would be scalability issues. One example was the blog registration and posting process of these blogs. A solution was discovered, which would utilize data from Google Form used for blog registration (Griffey). Using the open source software project SIMILE, the Google Form data, and some HTML code, a searchable, filterable, and sortable participant blog listing was quickly created. When a new blog was registered, it only took about 15 seconds to add a couple of code snippets, and then the blog was added to the list ("Participant Blog Roll"). Participants seemed to greatly appreciate this improved method of accessing the list of blogs.

Over the next four months, participants across the state followed the lessons as they were posted, and as the program officially ended in late May, over 100 librarians across the state had completed the program. A grand prize drawing for three FLiP video cameras had been announced at the very beginning of the program. Completion of the lessons was the eligibility requirement. The drawing was held in early June, and three librarians were selected to receive these video cameras. Also, as an additional incentive for completion, 30 hours of statewide continuing education credit was offered if participants completed all the lessons. Now the program was officially complete from the perspective of the mentors. The participants had written on their blogs, commented on the program website, asked questions, and completed the program, but what had they really learned? And why were some unable to complete the program?

Lessons Learned -- Learner Perspective

To gauge the effectiveness of the 23 Things Kansas program, several different methods of assessment were used. Participants were encouraged to post thoughtful reflections about their experience in their blog and many responded; their reflections are used anonymously throughout this section. They also had options to attend either of two final webinars which focused on reactions to the program and their personal learning.

They left comments on the 23 Things Kansas lesson blog (23 Things Kansas), and a survey link was e-mailed to all participants to cull further information about their personal reactions, assessment, and suggestions for further programming and 77 participants responded as of this paper's writing (Weaver).

Not surprisingly, comments were overwhelmingly positive and included documentation of lessons learned and applied. The results were just a click away, linked to participants' blogs. Interspersed in the general cry for continuation of the program were some comments vocalizing frustration with lack of time or technology issues. The latter complaints often mentioned blocked websites or compatibility problems and both were addressed by mentors as they became aware of difficulties. For others, being aware that they weren't alone was enough. "There were times I was frustrated and wondered why I ever started 23 things Kansas but my spirit was uplifted to know there were other librarians in the same boat" ("Participant Blog Roll").)!

23 Things Kansas was not only a large group venture but an overwhelmingly personal journey. Participants' blogs and comments reflected growth in at least five different areas: technology, social networking, learning, libraries, and personal development.

About technology

Growth was to be expected in this area and participants were delighted to share links to accomplished projects as well as their insights into exactly what they had learned. Many shared their initial reluctance to attempt the lessons or their initial skepticism of the relevance of the new technologies. One participant shared on her blog, "Discovered Shelfari. Thought Shelfari would be useless. Using Shelfari. And what's that? Social bookmarking? That site called 'delicious' that I thought was clutter? Using that too, now!" Another participant admitted, "Technology is not as difficult as I have made it sometimes" ("Participant Blog Roll").

Others were more general in their assessments, such as the blogger who proclaimed, "There is something out there for everyone. There are tools for businesses, hobbies, organization. From homemakers to college students to CEO's there is something that will make your life easier" ("Participant Blog Roll").

The best example of growth was found from the survey (Weaver). Sixty participants indicated that they had adopted a new technology as a result of the class and 14 indicated they planned to a adopt a newly learned tool (see Fig. 1).

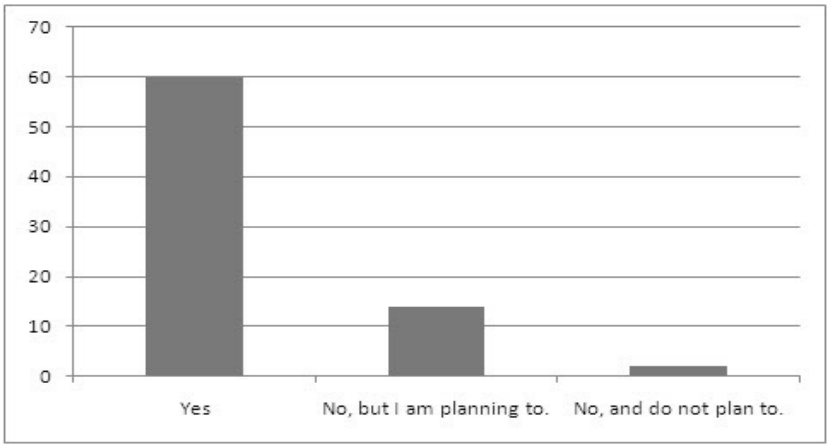


Fig. 1: Chart of survey responses to the question, "As a result of the 23 Things program, did you adopt at least one new technology in your professional work?"

About Social Networking

The 23 Things curriculum exists to introduce participants to social networking technologies and the inherent possibilities for library use. The degree of comfort with open sharing varied greatly among the participants.

Many expressed reluctance or had concerns about personal sharing such as this participant who stated, "Within Flickr, I am trying to 'let go' [of] some of my paranoia about sharing images of myself, it is a slow-go, at the moment." Those who overcame or rethought their initial resistance were generally positive about the outcomes. "These exercises forced me to engage in social networking activities that were clearly out of my 'comfort zone' and completing them gave me a great sense of satisfaction" ("Participant Blog Roll").

About learning

Participants had many reflections about formats, learning goals, or their own personal knowledge growth. They were honest and blunt. "First of all, I never would have taken the time or made the effort if it wasn't an assigned project. I learned just how much I am capable of learning and using if I just put my mind to it." Another participant added, "I liked the learning style, it kept me motivated and it kept my interest. The program can still be accessed and used; you can start at any time" ("Participant Blog Roll").

Some participants were specific. There were calls for shorter blocks of lessons, for webinars or face-to-face meetings. Yet others enjoyed the convenience of a program that was available when they were, "The flexibility of the online format was instrumental in me deciding to participate." Others were very general in reflecting on the program, "And it has been fun to learn–scary, frustrating, overwhelming, stressful, but exciting and fun" ("Participant Blog Roll").

According to those surveyed, the distance-learning format worked well for people. Of the 75 responses, 50 said the class format worked well, while another 23 said it worked somewhat well (see fig. 2) (Weaver).

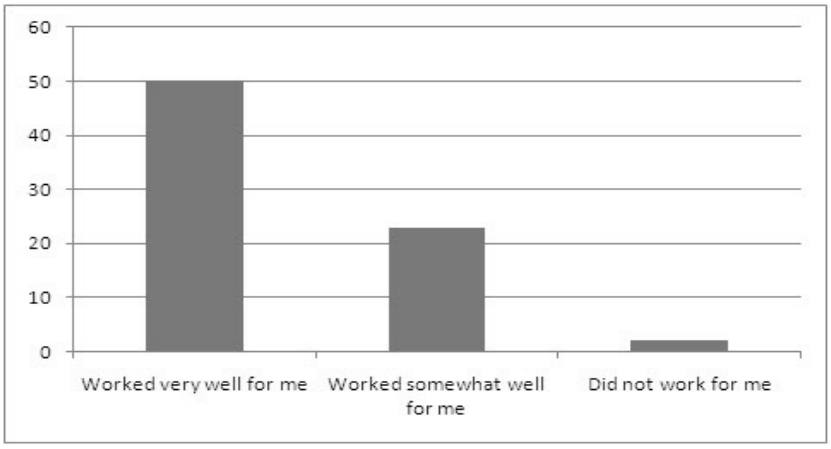


Fig. 2: Chart of survey responses to the statement, "Please rate the 'self discovery' format of the class."

About libraries

The program was created for and marketed to librarians, so it's only natural that participants would be thinking about how to use these new tools at work. The discovery of library applications was very exciting to witness. One such example is the participant who shared, "I think my favorite lesson would have to be preparing the screencast of Room Reserve instructions for the library because I was able to produce something for my work." And for many of the participants, learning that their efforts did not go unnoticed was often surprising, "Visitors to our Library website really DO watch the videos I put on there" ("Participant Blog Roll").

Another outcome was the increased social networking documented by comments on peer's blogs as well as participant reflection. "Taking this 'course' I learned about other libraries in the state of Kansas. It let me know what was going on in our state better than just sending a representative to a meeting" ("Participant Blog Roll"). Becoming familiar with other names and faces in different parts of the state in addition to how they adapted these new technologies in their libraries was a very pleasant part of the program.

About themselves

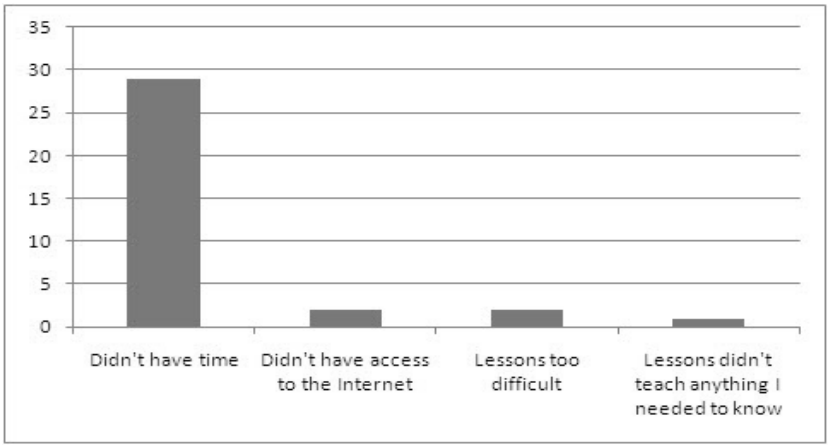
The transparent reflections written toward the end of the program probably best revealed the personal growth that has taken place in 23 Things Kansas participants. Self-discovery often was linked to a specific lesson, "On reflection, I think maybe the blog is in my mind the most important thing I've done. Because I'm not one to put myself out there much. And this is a way I can express myself and my interests in a better way than I've ever really figured out how to otherwise" ("Participant Blog Roll").

Still others were even more intimate as they shared their private battles, "I don't have problems talking to people face-to-face but struggle with what to write to communicate what I know or feel. 23 Things Kansas helped me to face this issue and proceed." Such growth will likely be reflected in increased confidence in themselves and their abilities to better share their new skills with library patrons throughout the state. This can be seen in the comments of one blogger who shared, "I dug in and learned the lesson and completed the activities. And I have found that I understand a few more things in everyday life. When references are made to techy things, I am one that now sounds off." Another participant shared, "I am no longer hesitant to try the many new resources available to help me in my professional and personal lives." New attitudes toward technology, learning, play and even mistakes often appeared in the comments ("Participant Blog Roll").

About the Future

Although time constraint was overwhelmingly the most often cited obstacle to successful completion of the course (and also found in the survey results, Figure 4), many participants were thoughtful and explicit about their plans to continue with the learning. One stated, "I plan to use the coming year to explore these topics further and get better with those techs that are new to me. Thanks to 23 Things I have a structure, focus, and plan in place for just that" ("Participant Blog Roll").

And others seemed ready to move into mentor positions themselves. "There are hundreds of us out there who



are willing to learn and help their fellow librarians learn and grow" ("Participant Blog Roll"). Many desired a second round of the program to be held sometime in the future to be used for skill updates, to finish up, and to move into other new technologies. Interest in future library programming appears to be extremely high.

Fig. 3: Chart of survey responses to the question, "What was the main reason you did not complete the lessons in the allotted time?"

Completion Rate

Depending on which number is used (number of registrants or number of people who registered their blog), the first offering of 23 Things Kansas had an overall completion rate between 17 and 26 percent. Of those who responded to the survey, 44 said yes, they completed the program and 33 said no (Figure 3) (Weaver).

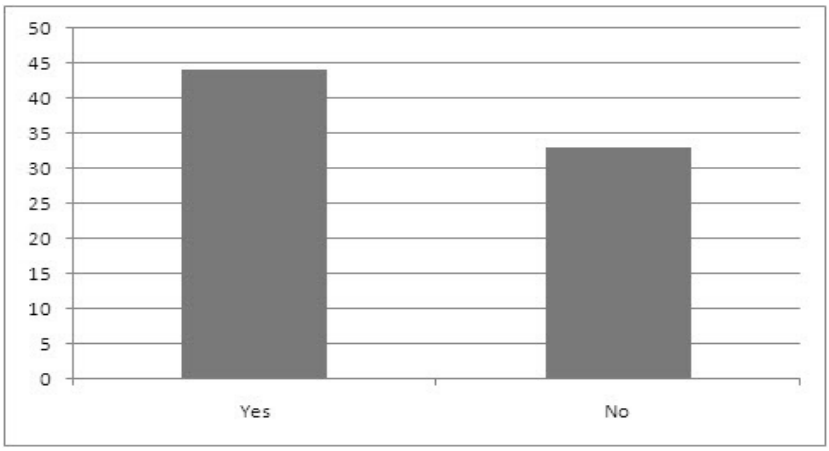


Fig. 4: Chart of participant survey responses to the question,
"Did you complete the 23 Things Kansas lessons in the allotted time?"

Overall

From the reflections, the conclusion can be drawn that participants had a positive experience. "Gosh! I'm sorry it's over!!! I had so much fun with it!" There were surprise discoveries, "I learned... that some of my friends are Twitter-holics." There was also the review of the known, "Every week, even if I was already familiar with a tool, I learned something new about it. Or, just the occasion to go back and rediscover, in a hands on way, was really useful" ("Participant Blog Roll"). 23 Things Kansas gave participants a platform and method for learning and growth that proved to be extremely popular and well-received.

All this information leads to the final "so what?" question. It does not automatically follow that knowledge of the existence of these technologies leads to improved library marketing, patron customer service, or even personal learning. If librarians are not trained in technology skills and possible applications, then the technology's effectiveness is severely handicapped. Concentrating on people and how they *use* a particular technology rather than just the *technology* was the aim of 23 Things Kansas and contributed highly to its effectiveness.

Lessons Learned – Mentor Perspective

Are We There Yet?

Similar to the experience of the participants, mentors for the 23 Things Kansas program found it difficult to find the time to keep up with the job of being a mentor. All of the mentors created at least one lesson for the program and many tried to participate as well. It was our experience as mentors that in the early stages, we concentrated on creating the modules for which we were responsible. We found it easy to carve out the time to work on the modules, but keeping up with assigned blogs was a much more difficult task.

Independent Learning vs. in a group

Rebecca has mentored in other versions of 23 Things, and has heard very similar responses to the question about the online, self-directed class format. Even though people go into the class knowing it is self-paced, many individuals express their desire for a more conventional class setting after the session is under way. To try to alleviate some of the feelings of being alone in the ether, the 23 Things planners divided participants

into groups, and each Mentor followed the group during the 23 weeks. Mentors read and commented on blog posts for their group, but as mentioned above, it was sometimes hard for the mentors to stay on top of their group assignments. In the future, recruiting additional mentors will be a priority.

But based on conversations with participants and conversations with mentors, a balance between encouraging participants to learn on their own without immediate feedback or help, yet know when to offer help or feedback to stem frustration must be found. Part of this program's goal is to encourage people to explore on their own, and constant feedback will never achieve that goal. At the same time, it must be recognized that not everyone yet operate in that type of learning environment.

Advice, or, What Would We Do Differently?

Finally, any library or group of libraries that has carried out a 23 Things program is always asked, "What advice would you give for starting my own program at my library?" This is a fair question, as part of this type of program is that everyone figures it out together, but one-size does not fit all libraries. Running a statewide program presented its own unique challenges and lessons learned that were discussed earlier.

One piece of advice is to always think bigger. Plan for more mentors, especially recruiting more mentors who will only work with participants, "that way we [can] split up the blogs in smaller chunks and the participants [can] receive a little more individual attention. That [will make] the work for the lesson creators a little more manageable" (Hickey).

Participant work, such as specific blog posts or blog designs, could also have been featured on the blog, if more mentors had been involved with the group and available to select and post these items. Participants would have been encouraged by these examples and it would keep everyone engaged in the sharing part of the program (Hickey).

Some changes to the incentives part of the program might have enabled more people to complete the program. By offering continuing education credit for each lesson completed, instead of one large chunk at the end, a program end date wouldn't be necessary. This would help the people who had difficulties keeping up each week (Hickey). A large bonus of continuing education credit would then be offered to those who completed all the lessons. Other smaller prizes could be offered, in addition to the FLiP cameras, so more people could be included.

Two comments from the participant survey demonstrated how hard it is to be all things to all people. One comment said there was too much information covered in 23 Things and another comment said they wanted more things covered. The overall sentiment from the comments was that there was a lot of information, and not always enough personal time to get it done. Not all participants will be pleased with the format, the content, or the delivery.

One final piece of advice for new programs is to look at what has been done in other programs, and make your program better. The beauty of this type of program is that it can be made to fit an organization's needs.

Conclusion

Libraries are in the business of life-long learning. In today's world, many of the opportunities for learning are offered online. To take full advantage of these opportunities, learners must take charge of their own learning, making the shift from being passive receptors to self-directed learners. This shift is easier for some than others. The 23 Things Kansas program offered specifically designed units that provided enough guided instruction to successfully learn a new skill, but at the same time encouraged creativity and a spirit of play. Many participants blended personal and professional interests to complete the weekly learning goals, which helped motivate self-directed learning. For instance, photos posted to Flickr for the photo sharing lesson included pictures of family, vacations, and hobbies. Videos created for another lesson featured pet tricks and

tongue-in-cheek spoofs. Participants were eager to share their interests with others, and combining personal and professional interests helped many overcome a fear or reluctance to try new technology.

The online environment also provides access to a plethora of tools for managing, organizing, and socializing. The variety and volume of tools available is overwhelming. The 23 Things Kansas program, like similar programs implemented elsewhere, wasn't designed to help participants master any of these tools. The program introduces a limited number of popular tools, and allows participants the opportunity to "test drive" as a part of a learning community. Many participants appreciated the exposure to tools they knew their patrons were using, even if they didn't themselves find the tools useful. Most, however, found at least two or three they expected to continue using.

Programs like Helene Blowers' 23 Things are an effective way for library employees to start feeling comfortable in an online world. It helps us explore a new way of learning where mastery is no longer necessary or feasible, since the skills needed are always changing. In fact, taking the initiative, learning-as-you-go, and adapting IS the new skill set for life-long learning. 23 Things Kansas is a fun way to start building those skills.

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Keeping the Baby, Throwing Out the Bathwater: Exporting Cataloging Data from a Commercial ILS into a Locally-Developed Catalog

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Abstract

In fall of 2009, the Miami University Libraries moved from using Innovative Interfaces as its primary catalog interface to an in-house, faceted search tool. The newly adopted interface downloads information from the Libraries' Innovative system, but allows users the ability to modify searches with search facets (dropdown menus familiar to many users from site such as Amazon.com). In addition, it enables users to browse the collection based on facets, without having to enter a specific search term (meaning that there is now a simple answer to a question like "what videos to you have?"). During implementation of this product, we have acted upon user responses received through feedback from the Libraries' newly redesigned web site, focus groups, and a recently administered LibQUAL Lite survey. Development of a version tailored to mobile devices and an advanced search menu are currently nearing completion.

This session will provide background on technologies and expertise needed to create the catalog, rationale for replacing the existing catalog interface, challenges posed by data from the catalog, features not available from traditional ILS-provided catalogs, feedback from both external and internal users, and current/planned modifications to this product.

Introduction

A Scenario

PATRON: I'd like to know what videos the library has.

LIBRARIAN: Do you have a particular subject or title in mind?

PATRON: No, I just want to know what videos the library has.

LIBRARIAN: We'll have to search with a keyword to see a list of videos; the catalog can't pull up a list of videos without a keyword.

PATRON: Why not?

Catalog interfaces for Integrated Library Systems were initially developed to automate the types of searches that were performed with card catalogs and add the option of keyword searching. These catalog interfaces have changed little since then.

In addition to lacking a feature permitting browsing, traditional catalogs may also lack features from other web services that are familiar to end users. For example, Auto-completion, Autosuggest or faceted search menus a la Amazon are conspicuously absent from traditional catalog interfaces.

Next generation catalogs such as VUFind, WorldCat local and others are leading the way with respect to catalog innovation. Developers at the Miami University Libraries, intent on innovation, decided to develop a catalog with all of the functionalities of these next gen catalogs without purchasing proprietary software. Additionally, developing in house would allow web developers the freedom to continually add new features and services and iteratively improve and tweak the system.

Development

The Miami University Libraries initially deployed a beta version of the catalog in 2008, and in Fall 2009, made it the primary catalog interface and integrated it into a re-designed web presence.

The catalog, which has been coined MULtifacet, consists of a continual three step data extraction and transformation process, which gets data from an *Innovative Interfaces* database and imports it into an open *Solr* index, and the structural elements of a *Solr* index and a *Drupal Content Management System* instance.

The first step in the three-step process is the extraction of bibliographic data from our *Innovative Interface* database through a set of *Expect* scripts. This exported data is then analyzed by a set of *Perl* scripts and inputted into *MySQL* tables. Using *Python* scripts, this *MySQL* data is then uploaded to the open-source *Solr* indexing software where it is organized. This *Solr* index is the structure out of which the MULtifacet catalog is displayed. The catalog interface is then displayed to the end user using *Drupal*'s Content Management System.

Extraction of Data from III

Bibliographic data is extracted from a III catalog through the use of *Expect* and *Perl* scripts. These scripts are available for download at http://code.google.com/p/multifacet-indexer/. In order to replicate this process, it is necessary to have the following information, which is utilized by multifacet_setup.pl, a *Perl* script:

```
"ssh_spawn      #Enter the login for connecting to III server; make sure to include
login@full.server.address",
"ssh_pword      #Enter the password for the expect processess",
"initials       #Enter initials of user authorized to create lists and export data",
"pword      #Enter password of user authorized to create lists and export data",
"email_address      #Enter the email addresses to receive progress reports",
"bib_reviewnumber   #Enter the number of the review list to be used for bibliographic
records; filesize should not be over 10000",
"bib_filesize   #Enter the size of the review list to be used for bibliographic records;
filesize should not be over 10000",
"reviewnumber       #Enter the number of the review list to be used for all other records;
filesize should be as close to 60000 as possible",
"filesize       #Enter the size of the review list for deleted record numbers; filesize
should be as close to 60000 as possible",
"host_name      #Enter the host name of mysql server; include full server name",
"host_user      #Enter the user name of the owner of the mysql tables", "host_pword
#Enter the password of mysql server"
```

It is recommended that you create a login that can only connect to the III server, create lists and export records and data. It is also recommended that you set up initials and password for a user that can only read records, not change them. The email_address is for receiving reports when the scripts have finished running. The reviewnumber is the number of the "Create list" review list that you will dedicate to this project. The *Expect* scripts will leave a title in that review list warning other users not to use that file, or their data will be overwritten when the script runs. The filesize of the review list should not be larger than 10,000 as anything larger makes it impossible for III to export the records; a review list of 5,000 records is preferred, because of the possibility of getting too many serials records in a row which would prevent the records from being exported. The host_name, host_user and host_pword refer to the server that houses the *MySQL* server. This is where the extracted data will be exported.

Additionally, you will need to supply the following for the *Perl* scripts:

```
'db_name        #Enter MySQL database name',
'db_host    localhost   #Enter host name',
'db_user        #Enter MySQL user name',
'db_pass        #Enter MySQL user password',
'bib_filesize   #Enter the size of the review list to be used for bibliographic records;
filesize should not be over 10000',
'filesize       #Enter the size of the review list for deleted record numbers; filesize
should be as close to 60000 as possible',
'email_address      #Enter the email address of person(s) monitoring this project',
'digital_library    hathi   #Enter name of external digital library collection',
'institution        #Enter institution 5 digit code, e.g., "mu3ug"', 'consortium
#Enter consortium name. Leave blank if not part of a consortium',
'xmlopac        #Enter "yes" if have rights to a III xmlopac. Leave blank if not
available', '
xmlopac_baseurl        #Enter baseurl of xmlopac if available, e.g.,
"http://holmes.lib.muohio.edu/xmlopac/". Leave blank if not available'
```

The db_name, db_host, db_user and db_pass refer again to the server that houses the *MySQL* server. This is where the analyzed data will be loaded into folders and then loaded into *MySQL*. The filesize is the same as that entered above. The email_address is for receiving reports when the scripts have finished running. The digital_library is the code for any digital library that you want to include. These digital libraries need to supply MARC21 records in MARC8 for these scripts to work on them. Leave blank if you do not have any digital libraries to load. The institution is a 5-digit code for the library. If you use a code with a different length, you will have to modify the tables to accommodate a longer varchar length for the local_control_number. You will also have to change the substr length in bibs_deleted.pl to reflect the starting point of the actual number portion of the record. These scripts are also set up to accommodate bibliographic record numbers up to 7 digits long. If you want to contribute records to a consortium, enter the consortium name. There is no length limit on the consortium code, but it should not have spaces. If you have access to an xmlopac for your III instance, enter "yes" that you do have one and then the baseurl of the xmlopac, e.g., "http://holmes.lib.muohio.edu/xmlopac/". This will be used to make sure that multiple item records are presented in the correct order as displayed in the local opac.

The next step is creating the folders and tables that you will be using. To create the folders, run folders_create.pl. To create all the tables, run tables_create.pl. For the initial loading run the run_MULtifacet_scripts.pl with the argument CREATING (very important that it be all in caps): "./run_MULtifacet_scripts.pl CREATING" This will take around 14 hours for a catalog with 2.5 million bibliographic records. Place "./run_MULtifacet_scripts.pl" in a crontab and set it to run every hour. The updates will take less than half an hour on a catalog with 2.5 million bibliographic records, but an hour is a good time frame.

Drupal Module Installation

These steps should be performed on a dedicated test installation of Drupal, preferably one that closely matches the one you have in production. Some steps might still be a bit strange, so you definitely don't want to break your real setup. First, install, configure, test and load a Solr index. You can find downloads and documentation at http://lucene.apache.org/solr/.

While in the appropriate modules/ directory for your Drupal installation, get the MULtifacet source code: svn co http://multifacet.googlecode.com/svn/trunk/ multifacet. MULtifacet uses the SolPHPClient to connect to Solr. If you don't already have this installed, extract Apache.tar in the multifacet/ directory. Replace the Drupal-provided misc/jquery.js with an up-to-date jquery.js.
Configure multifacet/multifacet.inc. The core configuration is done in multifacet.inc. Some examples: the Solr host details, what fields to search (and how they are searched), faceting info, keys for external APIs, results-per-page, proxy info, and other default values. Some of the other important options are the *_callback settings. These should be set to names of functions that receive a Solr document, and return a format for

rendering, whether that is for the screen, RSS, SMS, email, or unAPI. Define your custom *_callback functions in multifacet_templates.php.

Enable the module in the Drupal admin tools. MULtifacet is currently found in the "Other" category.

Enable/place the provided blocks: MULtifacet Quick Search, MULtifacet Facets, and MULtifacet Marked Records. Enable/place the provided menu items. Enable roles' access. Edit multifacet.css for any styling changes.

Catalog Functionalities

Initial development of the catalog was performed largely by one of the Libraries' web developers and a librarian under contract, with some consultation with other members of the Libraries' web development team.

Owing to the extreme flexibility that our system lends us, we can continually add/remove functions as the environment warrants. Current functionalities of the catalog are:

Faceted refine and limit options

Our previous ILS did offer a Limit/Sort option, but used terminology such as AUDIOVISUALS, which was both unfamiliar to patrons and overly broad. This feature allows users to drill down into their initial search, much like Amazon.com and other web services. Users can narrow by any and all facets. Available facets are: General Topic (subject headings? Field?), Format (such as DVD, VHS etc.), Material Type (marc field?), Author, Shelf Location, Language, Campus (includes branch campus libraries), General Location, Geographic Region, Coverage Date, Genre, Call Number, Instrumentation, Audience (Age, specialization etc.), Person, Place of Publication, Collection, Decade of Publication and Metadata source. In addition to these facets, users can also limit their search by materials that are currently available or available online.

Browsability

Related to this feature is the ability to browse through the collection without entering a keyword. Users select one facet to begin with and then can further refine the browse. For instance, users can browse through the format of DVD and then further refine by choosing the "Comedy Films" genre facet.

SMS Functions

The catalog features a function that allows users to send critical bibliographic information (title, author, shelf location) to their mobile phones via MMS. This is functional for users using Cincinnati Bell, AT&T, T-Mobile, Verizon, Sprint, Nextel and US Cellular.

Citation Generation

The catalog includes a citation generator powered OCLC's WorldCat API. This function generates citations in APA, MLA, Chicago, Harvard and Turabian. Each bibliographic record in the catalog contains a "Cite" link which activates a pop-up window containing each citation for that record which the users can copy and paste.

Sharing & Saving via the Social Web

The catalog supports exporting catalog records to Delicious. We may phase this out and introduce a "Share This" link which allows users to share/save the record to whatever social networking/bookmarking site they choose.

Cover Images

Bibliographic records feature cover images for books purchased by the library in the past 10 years. These cover images are currently being imported through Amazon's API.

Mobile Site

Opening up the data and using the Solr index allows us to display the data however we choose. This has made it relatively simple for us to develop a mobile site. The site is a stripped down version of our website featuring core functionalities: catalog and database searching, communication options such as IM, TXT messaging, email and phone, hours and maps. Essentially the mobile site is a *Panel* page in our Drupal installation with applied custom CSS. The site is device independent and functions well on nearly all devices.

QR Codes

We have recently begun embedding QR codes into each detailed record view. This code, when scanned, renders the title, author and shelf location of the item.

Implementation & Re-Assessment

Following the release of the catalog in August, 2009, our User experience Librarian conducted a two-part usability study aimed at revealing strengths and weaknesses of the catalog interface. The observation that was most striking in that study was the primacy of *search*. Despite the ease with which users can potentially drill down into the collections using the facets, it was found that our user base searched for everything, including at one point searching for "King" to find books in King library.

One question that laid bare this behavior was Question 3a which asked users to find books within a set of results that they've already obtained which were about a specific subject. Now, the easiest way to do this would just be to browse through the general topic facet, but most people had a difficult time with this and just wanted to "search within the results".

The features that garnered the most interest were the SMS and citing functions.

Additionally, The Miami University Libraries participated in LibQUAL Lite during the Fall Semester, and data from this survey also provided information about the catalog. Among undergraduate students, the Libraries' scores for questions about the ability to locate items with online tools were higher than during the previous 2 iterations of LibQUAL. Data from the faculty was markedly lower on the same questions. Responses from the faculty, and responses make during follow-up focus groups indicated that faculty who had become familiar with the previous catalog interface were reluctant to have to re-learn how to search and manage information obtained from the catalog.

During the initial development phase, the development team stated its intention of initially focusing on the development of new features, rather than replicating advanced features in the existing library catalog. While not an issue for most users, librarians advocated for the addition of support for Boolean operators (added in the winter of 2009) and an advanced search option (added in Spring 2010).

Data quality was problematic during the first several months of the catalog, with incorrect data code items appearing under incorrect facets (e.g., one video recording had been incorrectly labeled as "U-matic.") While the clean up was somewhat time-consuming, it helped patrons identify information and led to a much-needed review of data quality.

Indexing of data was also problematic, since it made the developers rethink how traditional library cataloging is achieved. There were ongoing questions about how to index the data in "traditional" library ways. For

example, which titles should be included in “title” searches? Should Series titles be included? What about chapter titles that appear in Table of Contents?

In addition, there were some difficulties in how information was encoded, particularly for data which used symbols and special characters. Most significantly, a period of days was needed to ensure that an ampersand was searched in the same way as the word ‘and’ in exact phrase searches or our “Title Begins With” search.

Ongoing issues include the inability to remove all bad data, i.e., incorrect spellings of authors and titles from the catalog; and the handling of foreign languages, particularly with auto-complete and spellchecking.

Future Development

We are currently experimenting with auto-completion of search terms and spell checking. In addition, developers are working on an enhanced feature for sharing catalog records with a variety of social networking sites, including *Twitter*, *Facebook*, *Digg*, and others. Since, we have complete control over how the bibliographic data is displayed, we will continually strive to improve the catalog to the betterment of the user experience.

My InfoQuest: Collaborative SMS Reference Service

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Abstract

Are you interested in providing reference service to your patrons via text messaging, but aren't sure you have the resources to successfully support SMS reference locally? Join us to learn about My InfoQuest, the ground-breaking international collaborative project that provides SMS reference service to library patrons throughout North America. As an original participating member, the University of Nebraska Omaha Criss Library has provided SMS reference service to the UNO community through My InfoQuest since 2009. In addition to answering your questions, we will discuss the basics of My InfoQuest; how your library can participate in the program, what training your staff will need to work on the program, the types of questions answered through the service and supporting documentation for answering local questions in a collaborative environment. So, bring your questions to this session and see if My InfoQuest will work for your library!

Inquiry, Peer Mentors and Collaboration - Redefining How and When to Teach Library Skills

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Abstract

Peer mentoring for academic credit is a well established component of the Bachelor of Health Sciences (BHSc) program at McMaster University. Although the librarians have always been actively engaged in curriculum design and planning, it is only recently that they have turned to peer mentors as a means of supporting student learning in the area of information literacy. The purpose of this presentation is to tell the story of how the BHSc Liaison Librarian worked with students to develop an Information Literacy and Library Research Practicum course that embraces the same small group, self-directed, inquiry model that serves as the foundation for the entire BHSc curriculum.

Within the BHSc program, information literacy embraces both practical skills (finding and evaluating information) and theoretical discourse (understanding the context in which information is created and reflecting on how the research process impacts information demand). Throughout the program's 10 year history, this definition has been interwoven into the inquiry based curriculum, resulting in a variety of demands being placed on the library. However, with the demand has come increased confusion as to how and when the librarian should participate in student learning activities and what kinds of interventions should be planned to facilitate the best possible learning outcomes.

From this confusion emerged the idea to establish a peer library mentorship program. The purpose of the program has been to create a course through which librarians work with 4th year student mentors to develop enhanced information literacy skills. In turn, the mentors are able to take what they have learned and apply it to their knowledge and experience as it pertains to the uniqueness of their program's curriculum, research demands, online learning communities and population characteristics.

The first cohort of mentors will complete their work in April, 2010, and have promised to leave a legacy document for the next generation of mentors. To date, they have focused on providing informal support by attending group meetings, designing library orientations and creating “testimonial” documents in which they both share their experiences using various library tools and databases and provide links to online tutorials and instruction guides.

Plans to evaluate the Information Literacy and Library Research Practicum are not fully in place, however, summative course evaluations and student feedback documents will be available at the end of the course.

Introduction

The Faculty of Health Sciences at McMaster University has a long tradition of embracing small group, self directed learning strategies as an essential part of the curriculum. In particular, the McMaster Undergraduate Medical Program is well known for its pioneering in the development of self directed problem based learning (Pallie, Neufeld).

Emerging from this innovative tradition, the Bachelor of Health Sciences (BHSc) program incorporates inquiry throughout its curriculum, establishing a learning environment in which students work towards developing skills required for lifelong learning. Emphasis is placed on critical reasoning, research, information evaluation, self-reflection and the ability to evaluate both oneself and one's peers. Inquiry requires that students take full responsibility for their learning, both as individuals and as active group members.

Peer mentoring for academic credit is a well established component within this learning environment. Although the Health Sciences librarians have always actively engaged in curriculum design and planning, only recently have they turned to peer mentoring as a means of supporting student learning in the area of information literacy.

The purpose of this paper is to provide an overview of how the BHSc liaison librarian worked with students to develop an *Information Literacy and Library Research Practicum* course that embraces the same small group, self-directed, inquiry model used in the BHSc curriculum.

Why Peer Mentorship was Chosen

Within the BHSc program, information literacy has been defined to encompass both practical skills (i.e. finding and evaluating information) and theoretical discourse (i.e. understanding the context in which information is created and reflecting on how the research process impacts information demand). Over the 10 years of the program's history, this concept has been promoted and interwoven into the inquiry curriculum, resulting in a variety of demands being placed on the library. This increased demand has resulted in increased confusion as to how and when the librarian should participate in student learning activities and what kinds of interventions should be implemented to promote the best possible learning outcomes.

Out of this confusion arose the idea to establish a peer library mentorship course that would create a channel through which librarians could work with fourth year student mentors to develop enhanced information literacy skills. In turn, mentors would be able to integrate what they have learned with their unique experiences in order to address the library research demands of younger students.

Defining Peer Mentorship – Literature Review

The definition of peer mentoring in academic settings is widely debated in the literature. The definition quoted by Terrion (150) most closely resembles the mentoring that occurs within the BHSc program:

> Peer mentoring is a helping relationship in which two individuals of similar age and/or experience come together , either informally or through formal mentoring schemes, in the pursuit of fulfilling some combination of functions that are career-related (e.g. information sharing, career strategizing) and psychosocial (e.g. confirmation, emotional support, personal feedback, friendship).

The BHSc mentors are fourth year students enrolled in a peer mentorship course. The "content" of these courses varies, exploring issues related to group process, research ethics and support for inquiry learning. The content for the Information Literacy and Library Research Mentors course was designed to develop the

information literacy skills of both the mentors and the mentees while at the same time, extending the reach of the BHSc liaison librarian. The course philosophy was based on the assumption that using peer mentorship to teach student information literacy and library research skills would be successful, as peer mentorship has served as a useful learning tool in other BHSc inquiry courses. Due to the lack of library research literature on the use of peer mentors in course settings, this assumption was not based on evidence, but rather, on feedback from both instructors and former students who have worked with the other mentorship courses.

A review of the literature indicates there are many studies, particularly in the area of nursing, that have attempted to both define and explore the effectiveness of peer mentoring programs in educational and professional settings. These studies (Glass, Grant-Vallone, Loots, Scott, Sprengle, Treston) reveal that there is some evidence to support the notion that peer-to-peer mentoring can enhance student learning outcomes and reduce anxiety around a particular skill set.

More specifically in the area of nursing, Sprengle (246) used peer to peer mentoring as a strategy for reducing anxiety during nursing students' early clinical experiences. Scott (53) developed a peer-to-peer program to link junior and senior nursing students to prepare them for both the academic and clinical settings. The program was deemed successful and supported the learning objectives. More generally, Treston (238) provides evidence that peer-to-peer mentoring (in her case, fourth year students matched with groups of first year students) can reduce anxiety and provide positive overviews of their own tertiary experiences with the University.

There is also evidence that suggests that peer-to-peer mentoring activities have a limited or even negative impact on participants. For example, Grant-Vallone (642) looked at the effectiveness of using peer mentoring relationships to reduce graduate student stress. Their results indicated that support from a peer mentor is not associated with decreased stress, and there were some indications that stress was higher in both the psychosocial and instrumental support measures used in the study. The authors expressed concern that peers may be providing too much information and may have actually increased stress levels.

In addition to the studies that attempt to evaluate the effectiveness of mentoring, there are works that look at a broader context, exploring the basic functions of mentorship, mentor/mentee characteristics, or situational circumstances that might predict successful outcomes for mentoring programs. The most widely cited of these is Jacobi (505-506), who is highly critical of undergraduate mentoring research. In particular, he suggests that the multiple interpretations of the concept of peer mentoring make it difficult to produce generalizable and valid research outcomes.

The outcome of the educational research is clear. No two peer mentoring programs are the same, and comparing program outcomes is similar to comparing apples and oranges. Depending on the goals of the programs, the environment in which they run, and the populations they target, the overall value of mentoring relationships is difficult to predict or measure. In spite of the lack of evidence that can be generalized across different settings, there exists strong support for peer mentoring within the BHSc program.

Recruiting Students

In its first year, the *Information Literacy and Library Research Practicum* course was not included in the undergraduate calendar. Thus the only opportunity for advertising and recruitment was to post the course information in the BHSc online learning space, *LearnLink. LearnLink* is the local application of the *FirstClass* software. The software allows individuals to monitor the history of who has opened each message. The message history of the original post indicates that most of the fourth year class found and read the course information. Twelve people submitted applications.

An outline of the course information as it was posted is shown in Fig. 1. The questions outlined in Step 2 were designed with input from the other Health Sciences librarians. It was hoped that the answers submitted would provide enough evidence to determine which applicants had an interest in and aptitude for library research, and had the maturity to reflect on and learn from past information seeking experiences. The answers to question a. provided valuable insight into what kinds of search activities the students had previously experienced. In general, all of the applicants were able to describe at least one successful research project. It is

important to note that all students entering their fourth year of study had enrolled in a third year independent research project the year prior

Health Sciences 4L03: Information Literacy & Library Research Practicum

Within the context of the Bachelor of Health Sciences Program, information literacy has been defined as the process of being conscious of the research process as it takes place. More specifically, information literacy focuses on both practical skills (e.g. finding, evaluating and using information) and theoretical discourse (e.g. understanding the context in which information is created, reflecting on how the research process impacts the demand for information). The purpose of this course will be to use this definition as a starting point for students as they work on developing the skills necessary to serve as a library research mentor for other students in the Bachelor of Health Sciences Program.

COURSE OUTLINE
This course provides opportunities for 4th year students to: (1) explore the creation and dissemination of health information and evidence in the digital age and (2) serve as a peer mentors to other BHSc students as they develop their own information literacy and research skills. Topics include open access, changes to scholarly publishing and new media literacies (web 2.0) in the context of database searching and information retrieval in both the health sciences and beyond. Students who in the course will be asked to be a library research mentor and provide research assistance for students in a variety of settings including during class time for Health Sciences 1E06/2D06.

Time Commitment - This is a full-year commitment for 3 units of credit.
Approximately two hours of class time will be required each week during the first term and less frequently during the second term. Additional time will be required to work on small group activities outside of class. Participants will also be asked to prepare and deliver presentations for students enrolled in other courses. Overall, the time commitment will vary depending on the needs and interests of the group.

Evaluation
Students enrolled in the Information Literacy and Library Research Practicum must provide ongoing evidence of their skill development. This evidence may take a variety of forms and should be discussed with the facilitator. As a result, everyone may be evaluated differently. At the end of the year, the final grade is negotiated with the facilitator.

THE APPLICATION PROCESS

Step #1 - You must be able to fit into the schedule to apply*
Steps #2 - Please respond to the following questions/statements:

a. Describe your greatest success as it pertains to the identification and use of information.
b. Based on what you already know about finding information and using the library, what do you think is the greatest challenge facing students at the beginning of a research project?
c. How do you envision the role of a library research mentor?

*the schedule has not been included in this figure

Fig. 1. Course information and application process.

In the end, it was question b. that yielded the most valuable information:

> I think the greatest challenge facing students at the beginning of a research project is knowing where to begin. The sheer volume of databases, articles, books, etc. is very overwhelming… a student could spend hours on a particular database and not find a single article of use because he or she is simply looking in the wrong place. I know that when I was in first year, I spent countless hours trying to find information that just wasn't there in the databases I had picked at complete random off the [library website].
>
> I feel that the greatest challenge for students at the beginning of a research project is knowing where to start. There is a tone (sic) of information available on a variety of topics and from all sorts of sources… this can be a bit overwhelming… When I was first asked to search for scholarly articles…I was unsure about which databases to use and how to use them…
>
> I think the greatest challenge for BHSc students is performing a comprehensive and organized search. Many BHSc students get so comfortable with using Medline that they begin to neglect other databases and searching strategies. I know that I fell victim to this pattern in my first and second year…

These answers align very closely with Stage Three of the information search process as outlined by Carol Kuhlthau in her 1993 book *Seeking Meaning*. More specifically, Kuhlthau (42-46) defined stage three as pre-focus exploration, characterized by confusion, uncertainty and doubt, and can be the most difficult stage in the search process. For the purposes of selecting mentors, these answers not only indicated that the students understood the anxiety associated with information seeking, they also provided clear evidence that they had previously engaged in the information search process and had the maturity to reflect upon and articulate their own personal experiences. The review process indicated that all of the applications contained some evidence that the individuals expressing interest would be suitable candidates. However, by the end of the course add/drop period in September, only five students chose to enroll.

Course Design

True to the educational philosophy of the BHSc program, the course was designed to be delivered in a small group, self directed, inquiry format. The plan was to implement strategies that would allow students to learn content in the first term and prepare them for their mentoring role in the second term.

Within the information literature, there are several reports related to the training of student reference assistants (Holliday, Neuhaus), but most focus on preparing students for service desk encounters. The BHSc library mentors were not going to be assigned to service points in the library. Instead, they would be communicating with groups of students organized around specific courses, assignments or projects. The expectation was that much of the interaction between mentors and the rest of the student population would occur electronically through *LearnLink.*

Course objectives were outlined as follows:

1. Conduct sound bibliographic searches, regardless of subject area
2. Evaluate information published in a variety of traditional and non-traditional sources and settings
3. Understand the context in which information is created and disseminated
4. Understand the importance of new social media and its impact on knowledge creation and academic discourse
5. Possess the knowledge and skills necessary to guide their peers in the information search and evaluation process

More specifically, the early sessions were designed to focus on one or more of the following topics:

- Introduction to databases (general format and structure of database records and subject specific databases)
- Library catalogue
- Referencing and Refworks
- Evaluating information (including impact factors, h-index, etc.)
- Alternative publishing information sources
- Obtaining, evaluating, and using information from Blogs, Wiki's and other Web 2.0 information sources

Although the intent was to provide the students with loose guidelines and triggers that would allow them the opportunity to explore and effectively self-teach this content, there were several instances when the content was delivered in lecture style demonstrations.

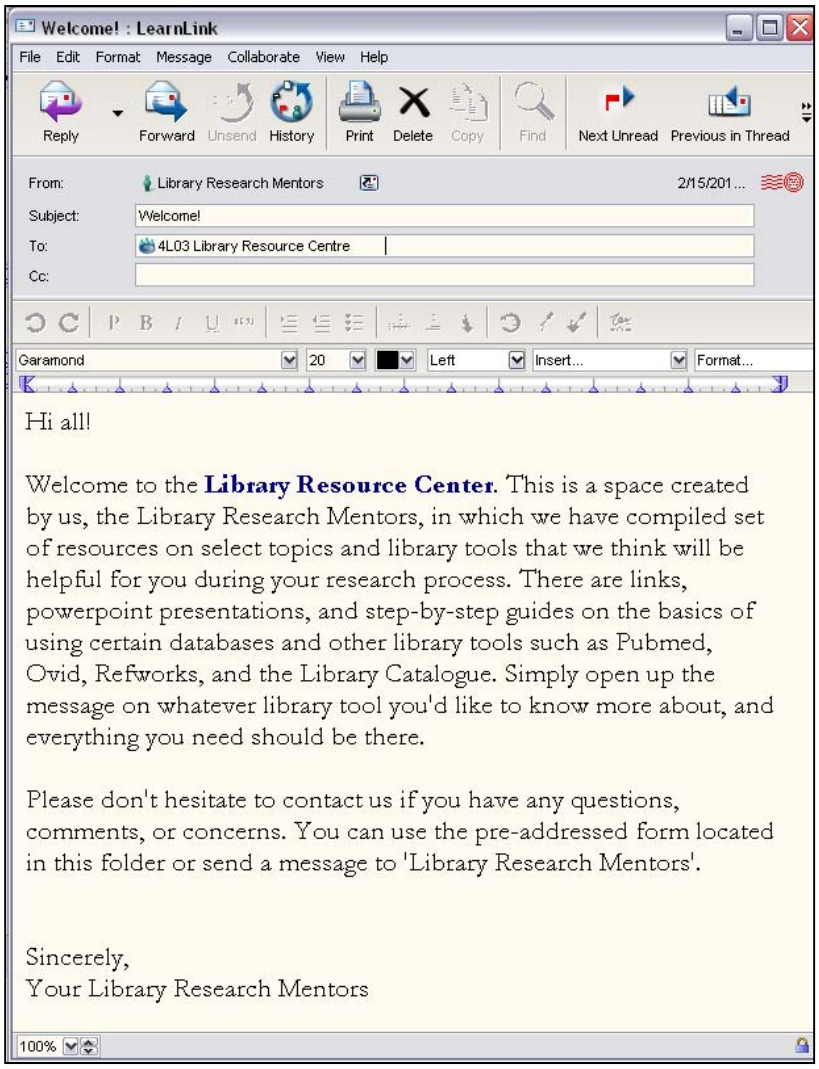

Fig. 2. Library Mentors welcome message. [Sentence 2 should read "in which we have compiled a set of resources…]

After 10 weeks of course lectures, group discussions and student led presentations, the library mentors were asked to start working on a strategy for sharing their information literacy expertise with other students in the program. In effect, it was time for the mentors to begin their mentoring. With limited guidance from the instructor, the mentors decided on a communications strategy for introducing their services and newly gained expertise. Within the BHSc program, *LearnLink* is a well established and universally used method of student and faculty collaboration and communication. Therefore, the library mentors decided they would use this space as a first point of contact. The group's introductory message is displayed in Fig. 2.

This message was the first of several posted in a *LearnLink* folder entitled *Library Resource Centre*. This resource was posted in course folders throughout *LearnLink*, the primary target group being students enrolled in the mandatory first year inquiry course. *LearnLink* allowed the mentors to monitor how many people were reading their messages, respond privately or publicly to student questions, refer to a librarian when necessary and post a variety of other research help strategies and tools for students to share. The mentors had been discouraged from creating new library resource help sheets or tutorials. Instead, they brought together the "best" of what they found on the library's liaison web pages, database publisher's websites and other library sites. They annotated each of their guides with BHSc specific information and advice based on their own

experiences (e.g. what databases are most appropriate for which courses, when to look for original studies versus review articles or books, why reference manager software is important, strategies for managing group research projects, treasures in other campus libraries, etc.).
LearnLink, the course instructor/BHSc liaison librarian was able to monitor the activities of the mentors, thus preventing the sharing of misinformation. When appropriate, the librarian would step in and provide additional expertise when requests for help exceeded the knowledge base of the mentors. The entire process allowed the librarian to spend more time with senior students working on research and/or thesis courses.

Course Evaluation

There was no formal evaluation of the effectiveness of the course to see if the student population was any better off as a result of the mentors' work. However, feedback from individual instructors whose students had interacted with library mentors was positive. Some first year students were asked for input and they all agreed that they preferred to speak to peers as they were sometimes too embarrassed to admit to library staff or instructors that they didn't know where to start their research.

LearnLink indicates that 100% of the first year inquiry students visited the *LearnLink Library Resource Centre* at least once. Precise information about the presence of other BHSc students in the learning space has not been tabulated, but there is evidence that many upper year students looked at the posted materials. There were also some non-BHSc students viewing the mentors' messages.

Final course evaluations for the first year inquiry course included specific questions about the helpfulness of face-to-face and electronic encounters with both the liaison librarian and library mentors. Unfortunately, the results for both librarian and the mentors were combined, so it is difficult to parse out the data that specifically applies to the mentor support. In general, the information gathered from course evaluations was disappointing. However, it does provide a benchmark upon which to improve. It also highlights areas of the course evaluation form that need to be refined.

Learning Process and Evaluation of Peer Mentors

The nature of the library research mentor position was inherently different from that of a teacher's assistant or library employee, as it was carried out within the context of an unpaid, credit-based university course. Thus great consideration needed to be given to the learning and growth of the mentors themselves, in addition to the learning and growth of the students that were being mentored. The tenets of problem-based and inquiry learning served as the theoretical groundwork for this course. Rather than beginning the term with didactic instruction and the delivery of learning objectives, the library peer mentors were encouraged to generate their own learning objectives and goals, and a corresponding learning plan to demonstrate how they would achieve these. At various time points throughout the year, informal conversations were held between the BHSc liaison librarian and the library peer mentors that encouraged i) the library mentors to reflect on their progress with regard to their learning objectives and plan and ii) the liaison librarian to reflect on how she could best support the students in achieving their learning objectives. At the end of the term, the library mentors had a reflective meeting with the liaison librarian in which they suggested a grade for themselves based on their contributions and achievements of their learning objectives, which was then either approved or modified by the liaison librarian.

Lessons Learned and Recommendations

This case study was a qualitative undertaking and no quantitative outcomes were measured or assessed. However, each library mentor as well as the BHSc liaison librarian acted as a reflective practitioner, continually reflecting on their experiences within mentorship settings, and on the successes and downfalls of the program. The following reflections and recommendations have been selected because of their value and generalizability for other comparable programs:

- More emphasis is needed on small groups and one-on-one mentoring. At the beginning of the program mentors worked with large groups (>20 people), however this organization was challenging because the mentors found it difficult to assess the baseline skill level of the students, as they were first year students who had diverse academic backgrounds.
- Emphasis on non-health related research: At the beginning of the program the assumption was made that the students would be inquiring mostly about health-related content because of the nature of the program. However, many students inquired about non-health related content, and many of the mentors were not prepared to handle these questions.
- In the first half of the inaugural year, emphasis was placed on training the mentors according to what the liaison librarian hypothesized the mentors would need to know. In the future, the actual mentoring should commence earlier in the year, so that the content of their training program can cater to the questions and concerns they are facing in an actual mentorship situation.
- More emphasis should be placed on quantitative outcomes so that the success of the mentors' interactions with the students can be monitored and evaluated.

Future Plans

The first cohort of mentors completed their work in April, 2010, and they have promised to leave a legacy document for the next generation of mentors. A review of the first year inquiry course evaluations and a debriefing session with the first year instructors reveal that there is strong support for the continuation of the course. It is expected that the library mentors will play a more significant role in the BHSc liaison librarian's plans for overall program support in the upcoming year. In addition, areas for collaboration with other peer mentor groups (in particular the research ethics mentors) are under consideration. Finally, there have been some requests from other course instructors to work more collaboratively with the library mentor course to ensure that students across the curriculum are better able to learn from the library research expertise of their library mentors as well as their liaison librarian.

Conclusion

Overall, the first year of the *Information Literacy and Library Research Practicum* course provided both the BHSc liaison librarian and the peer mentors with significant opportunities to share expertise and reflect on their own personal skills. The year was not without disappointment. Course enrollment was low and only a small proportion of students took the time to engage with their library mentors. Nevertheless, BHSc program administrators, instructors and students all seem to agree, the library mentor course is an asset to the curriculum.

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From Forgotten Intranet to Successful Wiki: Best Practices for Implementing an Academic Library Staff Wiki

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Abstract

Communication within an academic library can be challenging. The collective nature of wikis and their ability to allow multiple people to edit them have made wikis an ideal technology to help address communication issues within organizations. A successful wiki implementation can help to improve communication issues, but only if staff adopt the new technology.

University of Nevada, Las Vegas (UNLV) libraries implemented an internal staff wiki in 2007 to replace the staff intranet. Information routinely stored on the wiki includes meeting minutes and committee work, policies and procedures and training materials. This paper illustrates the implementation process by providing an overview of the transition with a focus on what went right and what pitfalls were encountered. Best practices will be presented to illustrate how to successfully implement a wiki that library staff willingly reference and edit, concluding with recommendations for maintaining the wiki after implementation.

Introduction

The UNLV University Libraries is a large academic library with a main library and three branches. The libraries served a student population of 29,069 during the Fall 2009 semester, seventy-eight percent of which were undergraduates. There were 110 Libraries staff members in 2009, not including student workers or part-time employees. Communication can be challenging with such a large staff. In 2005, a Staff Website Working Group was formed to create an intranet to provide a new communication channel in order to make the exchange of information easier. The result was a password-protected set of web pages stored on the Libraries' web server. Over the years this group continued to enhance the site based on feedback from employees, but staff found that it was not as effective as everyone desired, especially because only certain people could edit information on it.

In the mid 2000's, wiki technology started to become popular. Wikis are groups of web pages interconnected through links and allow "any authorized user to edit content and add new pages, using nothing more than a web browser and an HTML form" (Chawner and Lewis 2004). Wikis keep track of the history of the page, allowing contributors to compare versions and also to revert back to previous instances of the page if needed. Wikis are often used for collaborative purposes because they are so easy to use and allow multiple people to edit them.

Since many wikis were freely available as remotely hosted solutions, several groups in the library began to experiment using them. The Libraries Technology Division, the Web Management Committee, and individual liaison librarians all created wikis and were spreading the word throughout the Libraries about the benefits of using them. The Staff Website Working Group began to realize that a wiki had features that might eliminate some of the problems with the current intranet and in 2007 started to create buy-in for moving the intranet to a locally hosted wiki.

Wikis and Libraries

The collaborative nature of wikis made them an ideal fit for a staff intranet used by librarians who needed to share and manage information. Although many libraries have implemented wikis, literature regarding best practice implementations in libraries is limited. Some of the available literature provides an overview of wiki use within libraries. For instance, Samuel Kai-Wah Chu's article Using Wikis in Academic Libraries, explored the use of wikis at 60 university libraries. He found that the most popular reason cited for the use of wikis was to improve the sharing of information between librarians (Kai-Wah Chu 2009, 172). Matthew Bejune (2007) also investigated the use of wikis in libraries. He found that 31.4% of the time wikis were used for collaboration among library staff (Bejune 2007, 33).

Another aspect of wikis covered in the literature is their use for knowledge management. Administration is often looking for ways to gather information that is not formally stored anywhere except in the knowledge of an individual staff member. Turnoverof staff and other personnel issues can mean that institutional knowledge is lost (Greenfield, 2007, 44). Wikis enable those with no technical knowledge of web page creation to produce, organize and share content via the internet (Glogowski and Steiner 2008, 88). Anyone can become a potential creator with a wiki (Clark and Mason 2008, 129). When policies and procedures and training information are shared via a wiki, staff within and outside of the department can understand how their work affects the organization, which can be helpful for management decisions and analyzing work flow.

A third aspect of literature often covered relates to the wiki implementation process in a single library. Although some of the experiences pertain only to the individual library, by reading several of these articles universal themes and best practices begin to emerge. Georgia State University librarians shared the many uses they have for wikis, but also commented on the lessons they learned during implementation and what they would do differently (Glogowski and Steiner 2008). The process of implementing a hosted wiki was shared by librarians at Antioch University, who also provided ideas and suggestions to make the implementation process easier (Clark and Mason 2008).

Wiki Implementation at the UNLV Libraries

Libraries sometimes try to use technology to solve problems. However, technology alone cannot overcome most problems. As new technologies are rolled out, it is important to remember who the users of the technology will be and include them during all phases of the implementation. This lesson and many more were learned as the UNLV libraries began transitioning its intranet to a staff wiki. Although some of the experiences are unique to our institution, by reflecting upon our experiences and by examining library literature, more universally applicable best practices for wiki implementation were able to be extracted.

To get staff involved in the potential move to a staff wiki a presentation was given entitled *Wild World of Wikis*. This presentation provided an overview of wikis and why a wiki would be a good fit for the library. Touted benefits included the ability to limit the wiki to internal staff use, the capability for everyone on staff to author content, the addition of tools to make collaboration easier, the capacity to keep the look and feel of the old intranet, and the ability to track the history of changes on the site. The overview did not simply focus on the good points of a wiki, but it also included potential drawbacks and how the Libraries could avoid such pitfalls. Time commitment, organizational issues, staleness, and wiki vandalism were all discussed as potential problems. This informational meeting helped to inform libraries staff and allowed them to voice their concerns and needs. Enough buy-in resulted from the meeting to move forward with the conversion of the intranet to a staff wiki.

The initial decisions about the new wiki were made by the Staff Website Working Group, although they did get some guidance from library staff through feedback gathered from the initial all staff meeting, from surveys, and also from collaboration with the Libraries Technologies unit. The group decided that the wiki should be a locally hosted solution, downloaded onto UNLV library servers to provide more security for the content stored on the wiki and to lessen the chance of having down time due to technical problems on

someone else's server. The software chosen was *MediaWiki*, the same software package used to run Wikipedia. Because the out of the box view would not allow a look similar to our current intranet, we created a skin using the vbGORE software. The results were a wiki that included an A-Z list on the front page, highlighting certain categories of information. Content from the intranet that was up-to-date and relevant was moved over to the wiki by the staff website working group, so that users would not have to move their data.

Benefits and Challenges

In August of 2009, UNLV library staff was surveyed about their opinions of the wiki. From the responses it was clear that staff do make use of the wiki, with 82.5% of staff saying they used the wiki for internal communication. In fact e-mail was the only type of internal communication channel that staff preferred to use more than the wiki. The fact that a product that was introduced only two years before had so quickly become part of people's daily lives illustrates the success of the wiki.

Staff have now become accustomed to checking the wiki to find information, and cited its usefulness for finding committee meeting minutes, policy information, and departmental information. The wiki has also become a place for archiving documents used in daily operations of the Libraries. Committee chairs and administrators can be frequently heard saying, "you can find that document on the wiki," or "check the wiki for more information," since so much organizational information is now stored there.

While the wiki has become part of the work-flow for most staff, there are still challenges that still need to be addressed. One of the primary obstacles is the belief that it is difficult to post information on the wiki. A WYSIWG (What You See is What You Get) editor was added to the wiki about a year after implementation to make contributing content easier. The WYSIWG editor has helped people to get content online, but uploading and downloading documents is still sometimes a challenge. A more intuitive interface can increase the amount of people contributing content. Because of these barriers, library staff use the wiki more often to view information than to post to it. Another complaint with UNLV Libraries wiki implementation is that remote access to the wiki is only available to those people who have set up a virtual private network to connect with the library web site, which most staff have not done. Otherwise the wiki is only available to staff computers inside of the Libraries internet protocol (IP) address range.

Another problematic area stems from the fact that wikis have no built in organizational structure. Without an inherent structure, it is easy for wikis to become disorganized and make it difficult to find needed information. The A-Z style of the old intranet was used to organize the new wiki, with new categories being added to the A-Z list as needed. This type of arrangement has some benefits, by placing what is considered to be the most important information all on the home page of the wiki. However, this style of information architecture can also be overwhelming to the novice wiki user because there is no emphasis on any one pathway and it can also bury information not considered important enough to be placed on the A-Z list.

Although the organization has continued to champion the wiki as a place where people should automatically look for information, there is still a number of staff who are resistant to using it. Often they will e-mail or call to obtain information which is already available on the wiki. Usually they are simply rerouted back to the wiki, but this adds to people's work load and the time it takes to find the information. Compounding this problem is the fact that some departments utilize the wiki more than others. So people cannot always anticipate what information will be available and what will not. Those departments and committees that have made the largest amount of contributions to the wiki seem to also reap the most rewards from it.

Best Practices

Through the experiences at the UNLV Libraries and from a review of the literature, best practices were discovered. Below are 10 tips for a successful wiki deployment.

Evaluate Your Intranet

Before you do anything else, evaluate what is missing in your current intranet. Determine which features of a wiki can overcome the problems of the intranet. It is a good idea to generate a "wish" list of criteria for the wiki. Define and document clear needs and justification for the change.

Choose Your Wiki Editor Wisely

The choice of a wiki editor is very important. Some wiki editors are more technical in nature and require the use of a wiki language, which is an easier version of HTML. If most of the staff that will be using the wiki are not technically savvy, try to choose a wiki that uses a WYSIWYG editor. By keeping the editor simple, users will find the wiki easy to use and thus increase their contributions.

Create a Wiki Structure and Pre-Populate Content

Create guidelines and templates for common content types. Produce a basic menu to guide users to the information they need. Designate one primary staff member to answer questions and fix problems as they arise. Avoid too many rules because you want to establish a culture of trust. Enlist in a core group of people to be responsible for adding content, at least until the wiki is more fully adopted in the organization. Create different spaces on the wiki: committee work, departmental, project, and allow users to create their own areas as needed.

Carefully Consider Hosted vs. Locally-Installed Wiki Solutions

Locally-installed wikis offer more security and the ability to customize look and feel, but require some local expertise for configuration. Hosted solutions do not require up-front expertise, but have some drawbacks. Content will be stored on the hosted solutions server and if they go out of business or have a technical malfunction you could lose all of the information stored on the wiki. Security options may also be less customizable and it may not be possible to exclude people outside of your organization from seeing your wiki. Free hosted solutions also may require the display of advertisements on the wiki.

Evaluate Potential Access Issues

How easy is it for staff to get to the wiki? If your wiki is behind a firewall, teach your users how to get there. Train users to understand that what is accessible on campus may not be as easy to get to from off-campus. If needed alert them to any passwords that they might need to access the wiki from home or have a session on how to use virtual private networking (VPN) if that is how off-campus access is provided. Provide clear instructions on how to access the wiki, from on-site to off-site.

Plan for Gradual not Abrupt Change

Wikis can be implemented quickly, but it is important to build some extra time into the process to allow staff to adjust to the change. Creating time for training, communication, and evaluation helps to get people comfortable with the idea of change and explains how their work processes might change. Abrupt change often brings upheaval to the organization, while a slower, more intentional implementation of a wiki can avoid unnecessary staff stress.

Involve Staff in the Change

Often implementation of technologies fails not because of problems with the technology, but because of the resistance to change within the organization. To combat this problem it is important to create buy-in for the wiki early on and involve the staff at all phases of the project. At the beginning of the project staff should have a chance to become familiar with the concept of a wiki and to be involved in providing ideas and feedback. Maintaining communication during the implementation phase of the wiki, keeps staff in the loop with time lines for deployment so they will not feel like the implementation is being forced upon them. It also keeps people updated if deviations from the initial plan have to be made. Continuing communication after deployment helps to ease people into using the new wiki and can encourage collaboration and community building. Even after the wiki has been in place for awhile it is important to keep staff involved by continuing to encourage their use of the wiki for both retrieving and posting documents.

Training

Training is an important piece of the implementation process. Although some wikis are easy to understand and use, it is still important to have initial training sessions to get people familiar with the technology. Creating an alternate wiki for practice and training allows staff to experiment without the fear that they are going to damage the official wiki. Since people often will only post to the wiki occasionally, having online instructions available for routine wiki functions, such as uploading a file, is necessary. Once the initial implementation has been completed, does not mean the need for training stops. Staff will need continued instruction for new features of the wiki and many will need refresher sessions for information that they forgot from earlier training. New staff members will also need to be trained to use the wiki and instructed on its importance as a communication tool within the organization.

Evaluate, Reevaluate, and Make Needed Changes

Once the wiki has been implemented provide time for staff to experiment with and evaluate it. Often features you think will work well can end up causing problems. Address concerns by fixing issues that have a solution and by providing training to work around problems that cannot be changed. To give staff a voice to report problems and provide suggestions make sure to have a contact person in place after wiki implementation. Keep up-to-date with advances to the wiki and roll out new versions when needed. Use of the wiki will change over time and new features and updates should continually be explored.

Try to Keep the Momentum Going

Once implementation is complete it is important to continue to champion the use of the wiki. Following the "build it and they will come mentality" will often lead to a stagnant wiki that is not very useful. After implementation it is important that participation is continually encouraged. Getting buy-in from administration and asking that they encourage and model use can be very helpful. As staff get used to checking the wiki for administrative documents, such as leave forms, it helps to get them comfortable with using the wiki and begins to form the habit of looking for documentation on the site. Formalizing the use of the wiki by mandating its use for committee information and meeting minutes can also help to encourage use. As people become accustomed to using the wiki, make sure to acknowledge their contributions and highlight to the organization any unique or valuable uses of the wiki.

Conclusions

Wikis can be an effective communication tool for libraries because they are flexible and simple to use. Like many libraries the University Libraries has embraced the collaborative nature of wikis. It has not been without trial and error, but after taking some time to gain acceptance the staff wiki has become an indispensible tool for the Libraries.

Although many other libraries have written about wikis, there is little information in the literature that distills the more universal issues that could impact any library that wants to implement a wiki. By uncovering the themes present throughout the literature and turning them into best practice, other libraries who have just begun to embark on wiki implementation can avoid some of the challenges that are likely to occur. Using best practices when implementing a wiki within an academic library will increase the success rate of staff adoption and hopefully shorten the path to a successful wiki implementation.

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Current Trends in Library Web Site Redesign with CMS/Drupal

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Abstract

The practice of redesigning academic library web sites with a content management system (CMS) has been thriving tremendously in recent years. Advantages of moving web sites to a CMS are cited in the reviewed literature. They include: (1) creating a more engaged user experience, increased usability and interactivity, social connectedness, and participation. (2) Librarians and staff no longer need to continuously update their design skills. This is achieved by maintaining the focus on content and production. And (3), for web designers and webmasters, using CMS increases site effectiveness through the use of extensible, scalable, flexible, and customizable modules.

The three most discussed CMS packages for library web site are *Drupal*, *Joomla*, and *WordPress* (Gwynn 6-12); all have different usability/functionality features to choose from (Gwynn 3). Today, more than 30 academic libraries mostly in North America are utilizing *Drupal*, including Rod Library at the University of Northern Iowa. Questions about whether these *Drupal* libraries are using the features mentioned above and what we can learn from these redesigned web sites will be briefly discussed in the presentation along with design trends, navigation trends, and technology trends gathered from the study.

Introduction

Providing services, in house and online, to its home institution has been an optimal goal for an academic library. "As library services continue to move online, having a powerful internet presence becomes even more important" (Harris 48). However, maintaining a large library web site has been a challenge, especially for those sites with thousands of web pages to bring up-to-date; not to mention keeping abreast of the increasing levels of interactivity and social connectedness from our Net Gen students' expectations. To establish a more engaged user experience, many university libraries, including Rod Library at the University of Northern Iowa, have redesigned web sites with CMSs to implement shareable, reusable, syndicated, and dynamic information.

The purpose of this paper is to identify design trends, navigation trends, and technology trends from redesigned academic library web sites with CMSs. Although many university libraries have redesigned web sites, this study focuses on libraries which have migrated to *Drupal* CMS as a starting point.

Literature Review

Content Management System (CMS)

A content management system (CMS) is "a collection of procedures used to manage work flow in a collaborative environment" ("Content Management System."). A web CMS is a collaborative web publishing platform that separates content from format. Authors can then contribute content without advanced technical knowledge of HTML. Eden states in depth that CMSs allow for "consistency in branding, look and feel, and the delivery of information" (v); CMSs decentralize content from maintenance; moreover, CMSs have the capability "to produce test environments that assist libraries in exploring new tools, services, add presentation of content, without having to recreate these environments manually multiple times" (Eden v). CMSs not only allow for easier and immediate postings, but also distribute responsibilities by encouraging more staff to be actively involved with the public web site (Stearns 8).

Web based CMSs have been rapidly expanding during the past decade. Not only commercial CMSs exist on the market, many home-grown domains and open source packages are also available for implementation.

Given today's tight budgets, one strategy to consider for financial strength and sustainability is migrating a library site, both the Internet and the Intranet, to a free open source CMS.

CMSs in Libraries

Two types of CMS are considered related to libraries: one that manages library web sites and the other that manages digital content (Eden 5). However, this paper is primary concerned with the type of web CMSs that manage library web sites. According to Austin and Harris, CMS phenomena are the "new paradigms" for library web sites because libraries are about "content: acquiring it, storing it, indexing it, retrieving it, and presenting it" (5). Today, all the tasks on the web can be accomplished by using CMSs. Better, CMSs provide a "back-end structure for a web site so the authors can focus on content" (5). In addition to this common attribute, other benefits that a CMS can offer to libraries include:

- "A framework for creating, managing, and publishing Web-based content"
- "A secure environment with managed user roles"
- "Extensions for enhanced capabilities" (Austin and Harris 5)

Gwynn also notes that the benefits for redesigning a large and complex library web site with a CMS should include:

- "The process separates content from formatting, allowing content to be recycled and reformatted with minimal effort for additional applications, and also making site redesigns easier"
- "CMS facilitates a multi-user environment. Any number of users can be working on site content simultaneously"
- "CMS frees content creators from having to understand HTML coding and from having to update (and upload) multiple pages in the site manually every time new content is added. This facilitates more frequent content updates, at least in theory, as well as workflow management"
- "Integration of RSS feeds, Web 2.0 applications, and other dynamic content are built into most CMS packages, or are available through plug-in modules" (3)

According to Gwynn, the most discussed open source web CMSs for libraries are *Drupal*, *Joomla*, and *Wordpress;* all have different usability and functionality features to choose from (3). In considering which CMSs to choose from, Gwynn suggests thinking about these four primary parameters:

- "usability/functionality"
- "cost"
- "operating system/platform"
- "available support resources" (3-6)

Tradeoffs of choosing a right tool also need to be taken into account, as Blackburn, Neiburger, and Coombs suggest:

- "flexibility vs. simplicity"
- "customization vs. staff resources"
- "staff skill set vs. ease of use"
- "empowerment vs. responsibility"
- "support vs. functionality"
- "one tool vs. many tools"

In addition, White warns that it is "difficult and inadvisable" to decide on a CMS based on a simple comparison. For example, the fact that moving a web site to a free open source application might result in a worse situation; because "open-source does not necessarily mean that there are no costs involved in deploying the application" (35). For example, they might require considerable programming skills, a Linux/Apache server, and staff time. Hence, Stephens suggests libraries first consider goals of the web site and the

functionality to accomplish the tasks. Blackburn, Neiburger, and Coombs offer six lessons they have learned from their experiences in moving a web site redesign to a CMS site. These six lessons are:

- "Start with a content management plan: who does what, when, and how often (and how are they accountable)"
- "Get staff input: find out what your content creators want"
- "Secure support from administration: if they're not behind it, it will never happen"
- "Choose right tool(s) for the job: if it doesn't meet the organization needs, don't use it, no matter how cool it is"
- "Be flexible and embrace workarounds"
- "Outsource when possible"

After a long reviewing process considering the strengths and possible challenges, the University of Northern Iowa has chose *Drupa*l over the other open source CMSs. Rod Library was the first department on campus to redesign its website and successfully migrated to *Drupal* in summer 2009.

Drupal Open Source CMS

Drupal was founded by Dries Buytaert in 2001. It was built as a web board on a shared dorm Intranet while Buytaert was a PhD student in Computer Science in Belgium. Buytaert envisioned *Drupal* as a small community and intended to call it "Dorpje" ("little village" in Dutch); however, while he was registering a domain name, he accidentally typed "Drop" instead of "Dorpje." Today, the name of *Drupal* (pronounced "droo-puhl") was derived from the English pronunciation of the Dutch word "druppel", which means "drop." *Drupal* uses the MySQL PHP technologies to "deliver a wide variety of web applications including single or multi-user blogs, wikis, community networks, digital media portals, and core web content management" (Buytaert). *Drupal* has grown to a huge community with thousands of active committers who contribute to the open source technology, including thousands of community-developed modules for extending *Drupal* functionality and for providing implementation resources ("Histories").

*Drupal*ers prefer to call *Drupal* a "content management framework (CMF)" rather than a typical CMS because "*Drupal* is geared more towards configurability and customization" ("The Drupal Overview"). A *Drupal* framework contains five separated layers that keep things organized and flexible. These five main layers are: (1) nodes, (2) modules, (3) blocks and menus, (4) user permissions, and (5) templates. Keeping these layers separated can simply provide completely remixed sitemaps for different user types based on their login information. "Pages can be grouped differently, prioritized in a different order based on user needs, and various functions and content can be shown or hidden on a per-user-type basis. It just depends on the experience you want to create" ("The Drupal Overview").

A CMS generated site is different from a static HTML site because there are no actual pages existing on a server. Instead, "there is a collection of templates that format the content of specific database fields into a display that is functionally equivalent to a traditional HTML-based web page" (Gwynn 1).

Chalon gives a brief overview about nodes, modules, and themes- the three main concepts of *Drupal*:

- Nodes-
  Each content item in *Drupal* is called a node. A *Drupal* web site is like a big container that contains many types of content, such as informational pages, news items, polls, blog posts, listings, etc. A node consists of a title, a teaser and a content area. Each node belongs to a single content type with various default settings pre-defined; for example, whether the node is published automatically and whether comments are permitted. Nodes are the basic element in *Drupal* and can exist as blog entry, book page, forum, poll, and story for news items.

- Modules-

There are core modules such as the User Module, Taxonomy Module, and the MARC (MA chine-Readable Cataloging) Bibliographic Module that can be enabled by the system administrator to extend the functionality of the web site. Optional modules are developed by third parties to extend *Drupal* functionalities. The most common optional modules for a library to consider are:

a. WYSIWYG (what you see is what you get) Module allows for client-side editing
b. CCK Module (Content Construction Kit) allows adding custom fields to nodes using a web browser
c. MARC (MAchine-Readable Cataloging) Module allows for importing MARC records as nodes, providing book review sites, or even recreating a library's catalog in a rich social environment
d. Bibliography Module allows users to manage and display lists of scholarly publications
e. Some social networking modules such as *Flickr*, *YouTube*, or *Drupal* for *Facebook* module

However, selecting a module that fits your library's needs is sometimes challenging because not all modules are well maintained. Libraries need to consider whether staff have the adequate ability and skills to update a module on their own.

- Themes-
  Themes are preset templates with layouts. For example, Rod Library adopted a popular theme "Zen"; it provides fixed or liquid width to choose from with a one, two, or three column design. In addition, the header, sidebars, and navigation bars are easy to customize to meet our design needs. It is easy to switch between themes/templates, and the administration part of the site may have a different layout than the public site. (40-41)

Harris addresses three primary benefits of using *Drupal* to create a dynamic CMS site:

- No programming codes-
  - Users really never have to look at actual web page code
  - CMSs like *Drupal* allows the creation of dynamic sites that can be managed in a distributed fashion
  - Provides a powerful user management system that allows a site administrator to customize access levels for each part of the site
- Publishing permissions-
  - Assign publishing permissions to individual users or groups of users to complete certain tasks
  - The management system also provides a scaffold for creating a more interactive site for library patrons
  - Allow for comments to be posted automatically or after approvals
- Maintaining focus-
  - Provide tools for preparing a library to meet the challenges of Library 2.0 and the digital re-shift
  - Let libraries maintain their focus on user services while operating within a technology enriched framework (48)

Other *Drupal* features addressed in the reviewed literature include:

- Offers flexibility, extensibility, and scalability (Stephens, Coombs 1)
- Allows for easy creation of membership sites and portals (Stephens)
- Permits customizing for individual needs(Coombs 3)
- Offers hundreds of add-ons (Farkas 1)
- Grants simple management (Farkas 1)
- Enables libraries to take their web sites far beyond the ordinary (Farkas 1)
- Enables much more participation among staff and patrons (Farkas 1)
- Embraces a participatory cultural change across the organization (Sheehan 8)

- Opens up library collections, content, and the library itself for conversation (Sheehan 10)
- Creates an open source community (Sheehan 11)

However, there are also criticisms about *Drupal*, such as the steep learning curve; the complex structure of nodes, taxonomies, and blocks; it is hard to customize (Stephens); requires more work for some page templates; and requires a significant amount of effort to understand it completely (Gwynn 7). So when it is time to redesign your library web site, Cohen suggests:

- "Look outside the library world for forward-thinking modules and look into the Web 2.0 world for inspiration"
- "Lighten up about your site, embrace frequent changes and experimentation"
- "Introduce new initiatives in beta, inviting feedback; learn from your experience and move on"
- "Library should fulfill its mission and take its site into the future, rather than accept limitations imposed by campus-wide design mandates"
- "Put your web pages in a content management system for efficient, modular upkeep"
- "Stop worrying about your code, start thinking about new services and content"
- "Design your site for mobile computing and mobile-enhanced blogs and wikis"
- "Ease into change by putting your intranet on a wiki first or blogging a service for staff, then move on and use these for the public"
- "Maintain nimble and effective policies, keep them simple and flexible, and update them frequently"
- "Put your most innovative staff to work on the site; ask the creative, the knowledgeable, the skilled, the forward-thinking and the brave staff to coordinate the site"
- "Acknowledge the limitations of the library's site, accept it and do something about it"

Method

According to Stewart Foss (a higher-ed web design expert), over 500 redesigned university web sites were created in 2009. In the "Web Redesign Boot Camp" webinar in February 2010, Foss shared top trends he had observed from these redesigned sites. These trends were classified into three categories: design trends, navigation trends, and technology trends. A summary of Foss's top trends for higher-ed redesigned sites is listed in table 1:

Table 1
Summary of Top Trends in Higher Ed Redesigned Web Sites (Stewart Foss)

Design Trends	Navigation Trends	Technology Trends
Centered layout	De-emphasis of audience navigation	Ajax & JS Web programming
Wider design	Expanded subsets of navigation	No Flash
Site search placement: top right	Popular links	Mobile computing
Big photos	Links to social networking	Flash for videos (YouTube)
Big footers	Links to mobile web	CSS based and valid
Illustrations		
Natural textures		
Backgrounds (photo, gradient)		
3D design elements (gradients, bevels, shadows, and reflections)		
News and events on home page		

Although many university libraries have redesigned web sites, this study focused on the university libraries using *Drupal* CMS for their public sites. More specifically, this study used the thirty-one *Drupal* libraries

listed on the "Groups.Drupal" page in spring 2010. Most of the libraries are located in North America with some exceptions from other continents.

The review process includes two stages. During the first stage, thirty-one *Drupal* libraries were selected for the initial review process. Two sites were excluded immediately due to the languages (one in French and one in Italian) used for their public sites. The remaining twenty-nine sites were checked with *BuiltWith.com* that "provides free information regarding the most popular technology used on the web across all technology areas including analytics, advertising, frameworks, and web site widgets" ("BuiltWith Internet Technology Usage Statistics*").* Surprisingly, one result indicated that a site was actually created with *Wordpress*, not *Drupal*. Moreover, nine sites did not return any results to prove that they were made with *Drupal* CMS. Consequently, only nineteen sites listed below made it to stage two for the second stage review process. These nineteen libraries are:

- Arizona State University | ASU Libraries (USA)
- California State University | San Marcos Library (USA)
- Cornell University Library (USA)
- Drake University | Cowles Library (USA)
- Luther College | Library and Information Services (USA)
- McMaster University Library (CA)
- Rochester Institute of Technology Libraries (USA)
- Simon Fraser University Library (CA)
- St. Lawrence University Library (USA)
- Touro College Libraries (USA)
- University of Calgary Library (CA)
- University of California San Francisco Library (USA)
- University of Michigan | M Library (USA)
- University of Minnesota libraries (USA)
- University of Missouri-Kansas City | University Libraries (USA)
- University of Northern Iowa | Rod Library (USA)
- New York University | Health Sciences Libraries (USA)
- University of Technology, Sydney Library (Australia)
- Wilfrid Laurier University | Laurier Library (CA)

Mozilla's Firefox web browser was used to review every home page. Screenshots were taken in spring 2010 from these nineteen libraries. An evaluation instrument was created using the *Google Forms* application from *Google docs*. *Google Forms* can easily generate a professional online form entry; better, the data collected can be automatically added into a spreadsheet and used to produce charts and graphs for further analysis (*Google docs*). The evaluation instrument for this study includes three categories, each containing a set of review components: the design elements, the navigation structure, and the technologies involved as Foss has mentioned.

During the second stage review process, the design layout was reviewed first. Then, the site navigation was tested; to be able to test the navigations, some children's pages were visited too. If an item such as a mobile site was not linked from the home page, site search function was used to locate the mobile site.

Discussion

Data were collected and analyzed in June 2010. The reports were generated using *Google Spreadsheet* and *MS Excel*. During the first stage, data were verified with *BuiltWith.com*. The summary of the results and generated charts are shown below (see figs 1-6):

- 100% of the sites use *Apache HTTP* as web servers on the Internet
- 100% of the sites contain *JQuery* web language

- 100% of the sites are developed with *PHP* scripting language
- 68% of the sites use *Google Analytics* for tracking their site usages
- 32% of the sites use *RSS* (Really Simple Syndication) as the aggregation functionality, followed by *FeedBurner* (16%) and *RSD* (16%)
- The widgets vary for each site. The most used widgets are *Thickbox* (21%), *Lightbox* (16%), and *AddThis* (16%) scripts
- Only one library uses Amazon *Simple Storage Service* (Amazon S3) as the Content Delivery Network

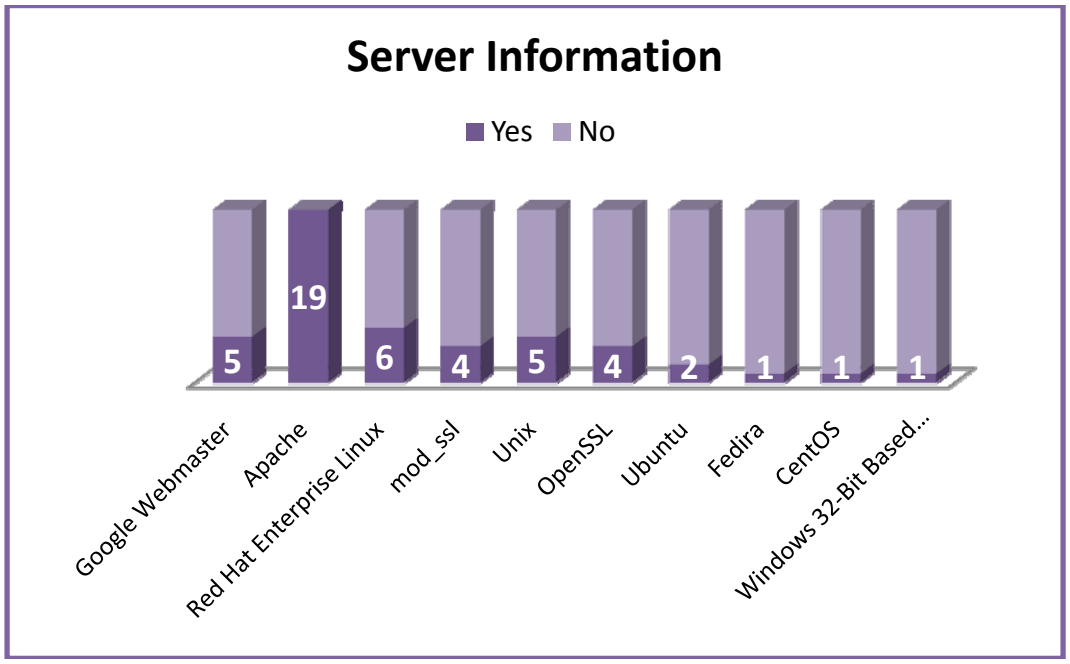

Fig. 1. Server information.

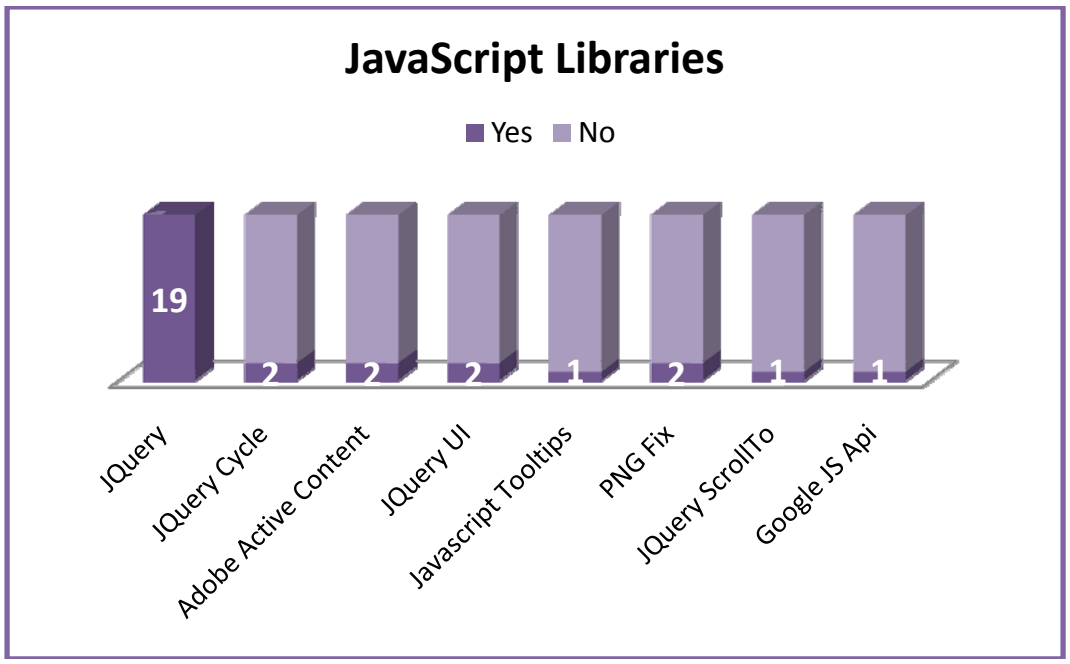

Fig. 2. JavaScript libraries information.

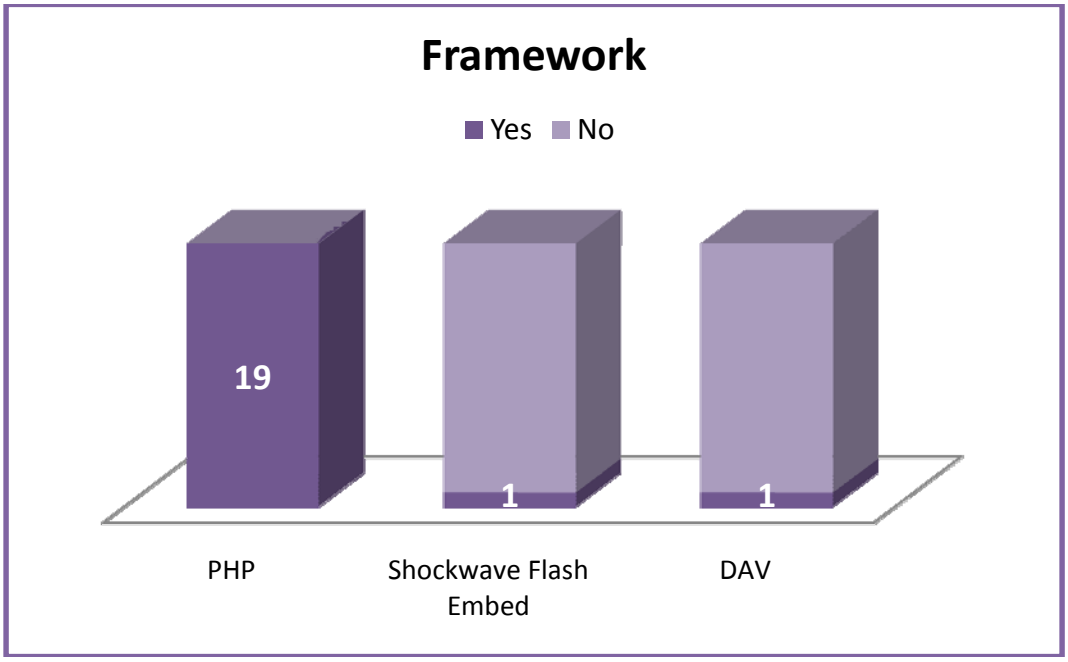

Fig. 3. Framework information.

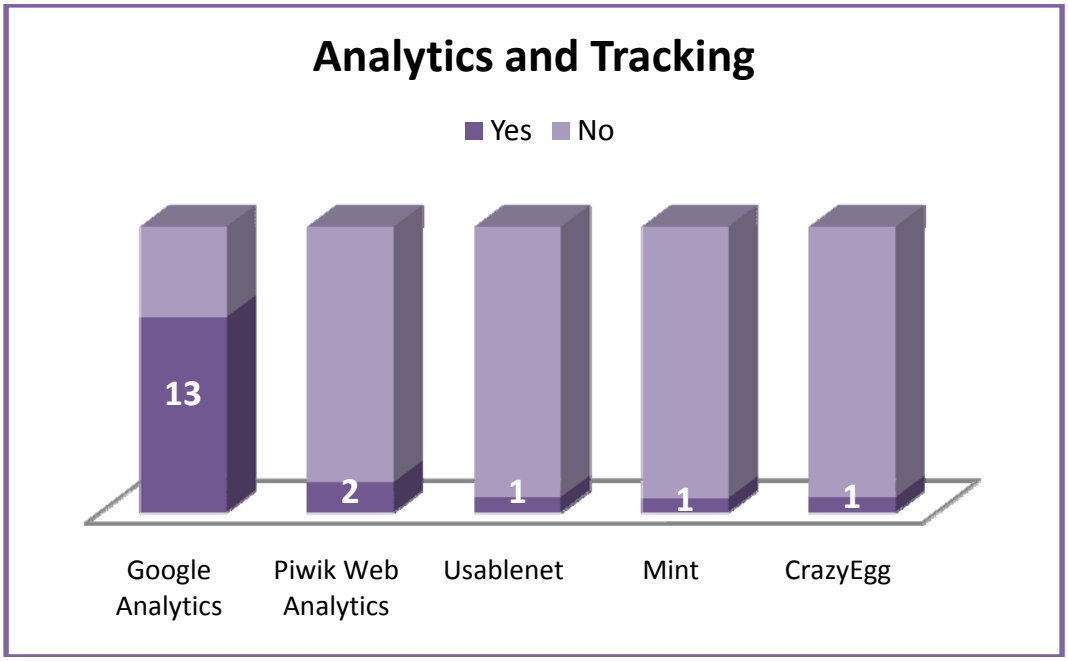

Fig. 4. Analytics and tracking information.

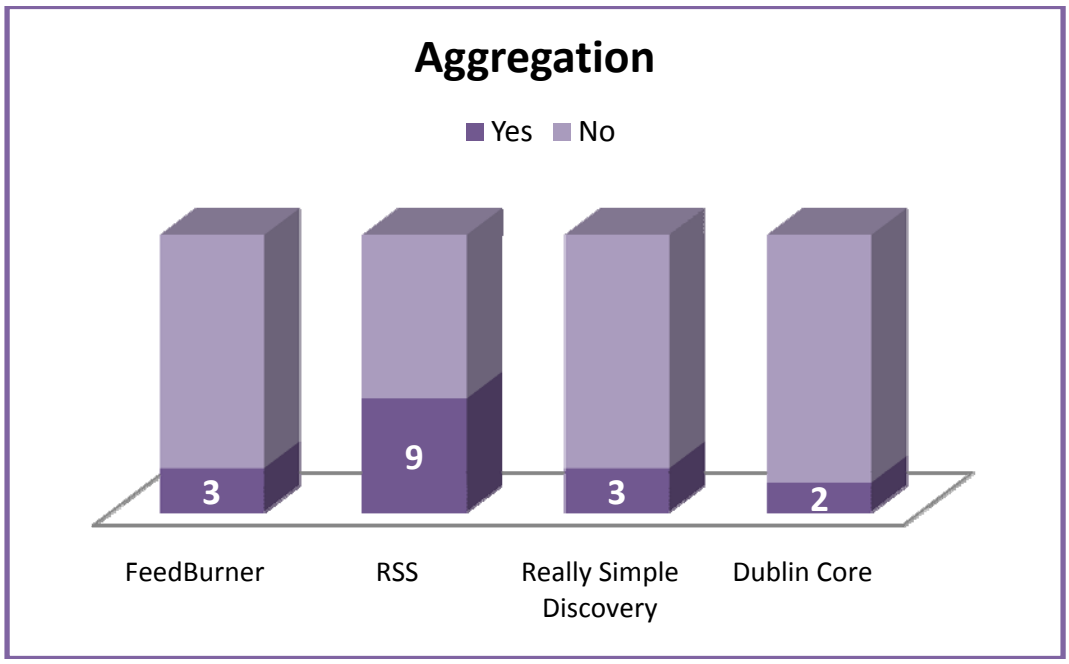

Fig. 5. Aggregation functionality.

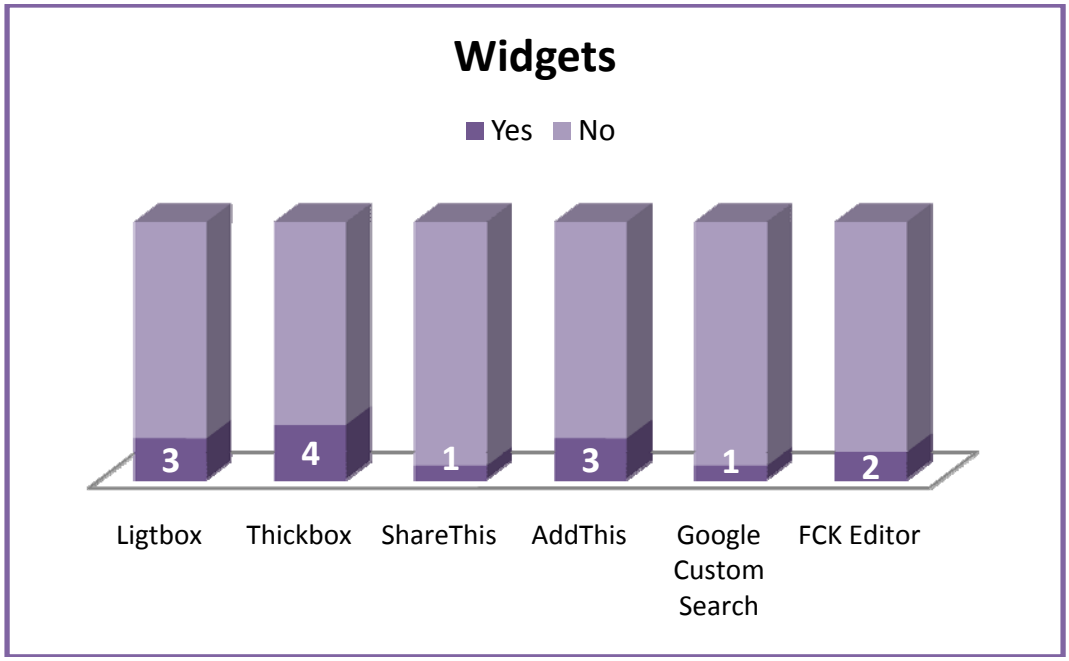

Fig. 6. Widgets information.

During stage two, data were collected using *Google Forms*. The charts were generated using both *Google Docs* and *MS Excel*. The finding of design trends, navigation trends, and technology trends are presented in the following sections:

Design Trends (see fig. 7):

- 100% of the sites have wider design
- 100% of the sites have 3D elements (gradients, bevels, shadows, and reflections) on home page
- 95% of the sites have news and events on home page
- 89% of the sites have centered design
- 63% of the sites have big footer
- 63% of the sites have site search box on top
- 42 % of the sites have big photos on home page
- 37% of the sites have illustrations on home page
- 32% of the sites have background design (photo, gradient)
- Only 11% of the sites have natural textures design on home page

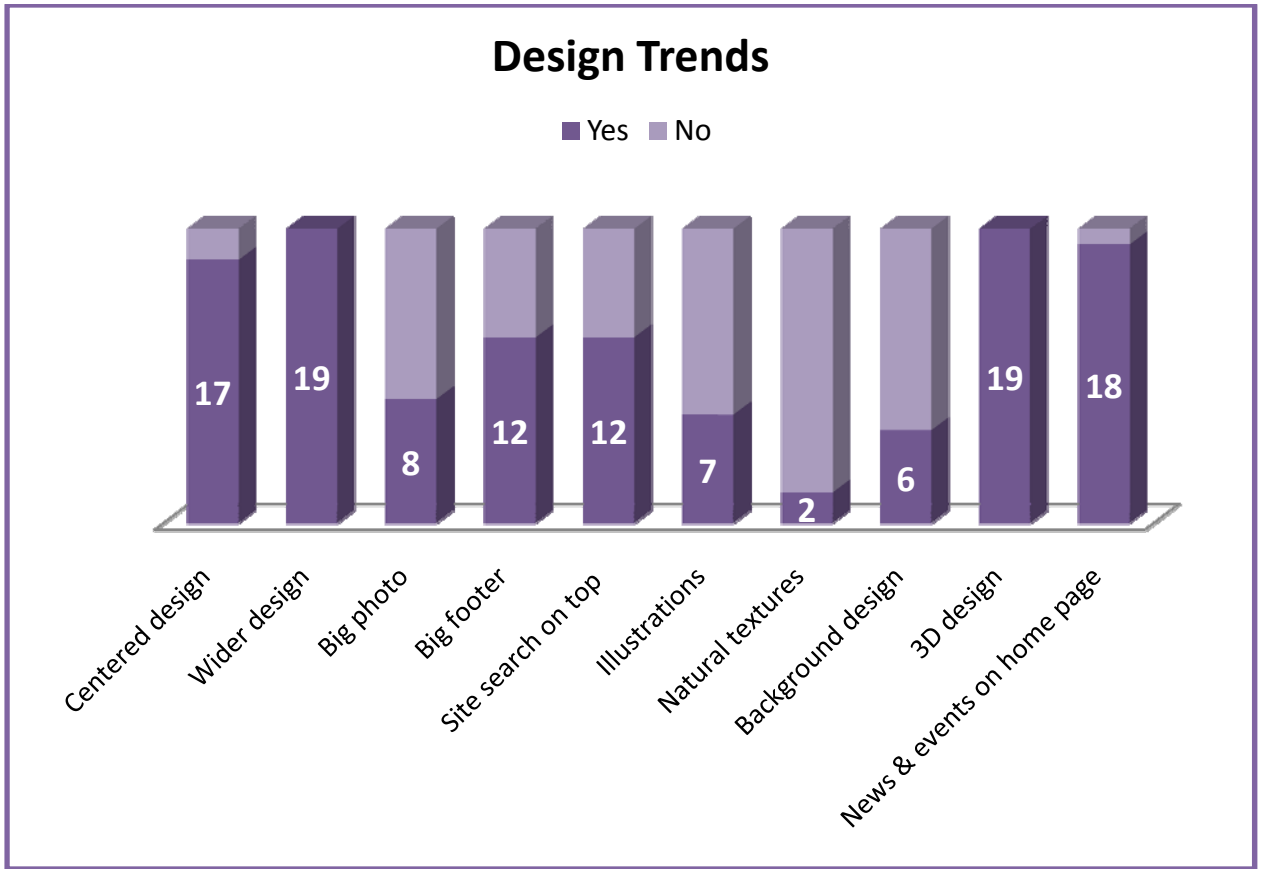

Fig. 7. Design trends.

In this study, only site search box placement was studied. Other searches such as catalog search, database search, videos search or other search boxes were not studied. However, it is obvious that most of the sites are using federated search rather than discovery search. Breeding warns that "multiple search boxes on the same site can confuse users" (33). He further suggests "integrating the content of the library web site into the discovery product to avoid the need to offer a separate "search the web site" service (Breeding 33). Looking forward to the future of library web sites, more discovery search will be available on library home pages because "if libraries fail to offer more modern tools for discovery, our users will gravitate even more toward the commercial destinations" (Breeding 32). In addition, unlike their home institution web sites, illustrations, big photos, backgrounds, and natural textures are found less in these *Drupal* libraries.

Navigation Trends (see fig. 8):

- 89% of the sites have popular links (including tag clouds) on home page
- 84% of the sites have expanded subsets of navigation
- 42 % of the sites have links to social networking sites on the home page
- 37% of the sites have audience based navigation on the home page
- Only 5% of the sites have links to the mobile web on the home page

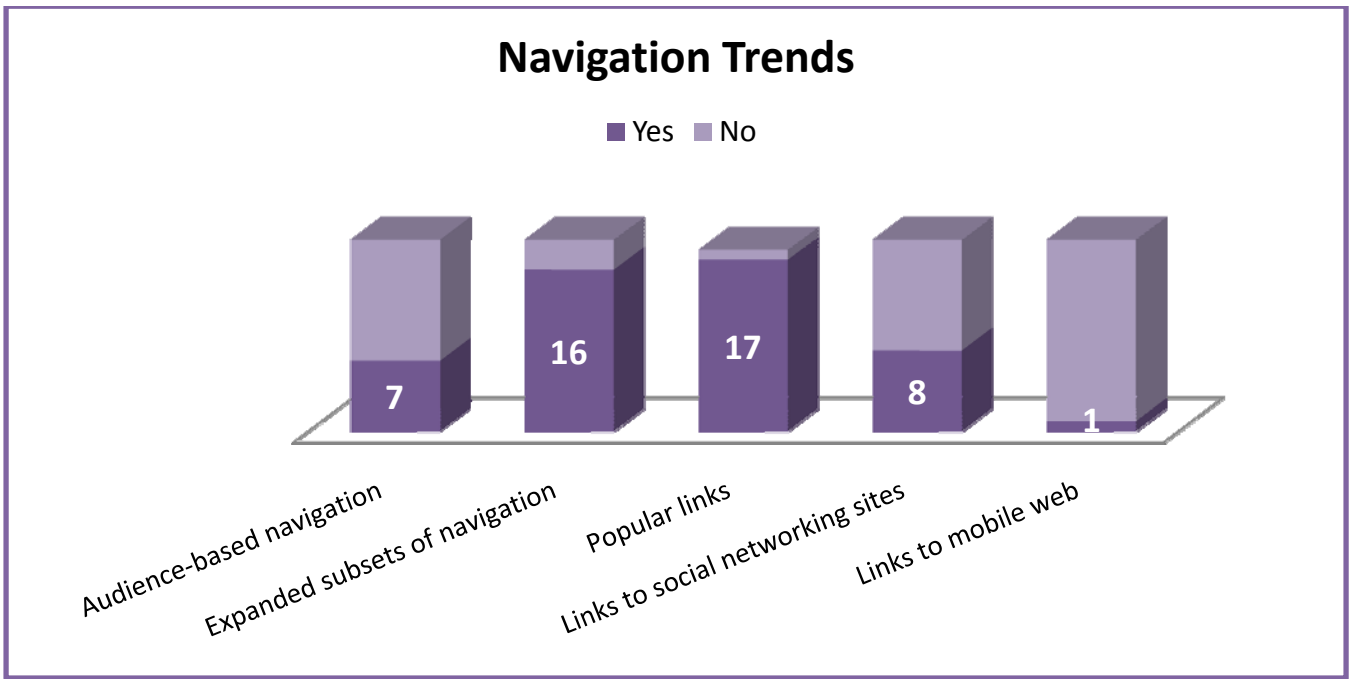

Fig. 8. Navigation trends.

Navigation is probably the most challenging aspect when it comes to web design. It is even difficult for an academic library web site because there are so many resources and services that we want to make available online. In this study, we do see a decline in audience-based navigation. We also see an increased use of expanded sub-level navigation or additional navigation items in order to keep the site simple and easy to navigate.

Technology Trends (see fig. 9):

- 100% of the sites have Ajax (such as JQuery) and Javascripts
- 100% of the sites are CSS based and valid
- 47 % of the sites have mobile computing
- 32% of the sites have video content produced by the libraries
- Only 26% of the sites have *Flash* animation

The declined use of Flash content echoes the technology trends compared to redesigned university web sites. Although many universities provide video content to market their programs, not too many libraries do. Mobile computing is not found on every site, due to the fact that many libraries were still in the developing stage of their mobile web services when this paper is prepared. As Breeding indicates, libraries need to "work toward a unified mobile experience for library users as for its web presence" (Breeding 34).

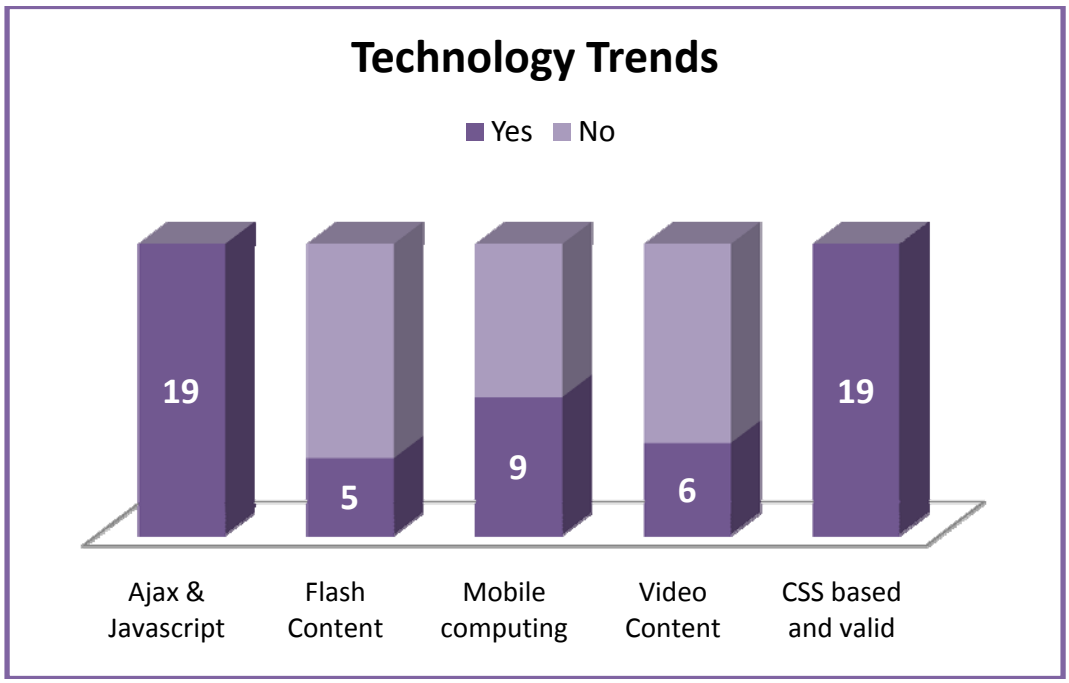

Fig. 9. Technology trends.

Conclusion

Are libraries using all of the features from CMS/Drupal?

This study shows that academic libraries with redesigned web sites are at the beginning stage of implementing features that *Drupal* CMS can offer. We predict more redesigned *Drupal* libraries will be available in the future. In addition, advanced features will be implemented into these *Drupal* libraries as the experiences accumulate over years.

Are there any emerging trends for library web site redesign?

The design trends, navigation trends, and technology trends for libraries in this study, compared with Foss' observations for university web sites, may not match because the functionality that a library web site serves is quite different from a university web site. However, the basic design elements such as a wider design, a centered design, use of 3D elements, and big footers remain the same. Because of the small sample size used in this study, further studies should be conducted to include more redesigned academic library web sites containing *Drupal* and other CMS elements.

And, what can we learn from these redesigned web sites?

We have learned that most of the redesigned library web sites are using shareable, reusable, syndicated, and dynamic information. Most of the sites use RSS (really simple syndication) to feed current news and events to the library home page. The links to social networking also provide interactivity and social connectedness with our Net Gen students. Breeding's suggestion to unify user experiences for a library web site will better serve our users and prevent that they "gravitate even more toward the commercial destinations" (32). Although Breeding meant to address the functionality of discovery search on a library home page, his ideas also remain true for library web site redesign.

In summary, most of the technology trends and navigation trends found on *Drupal* library web sites match with those of redesigned higher-education web sites; however, there is a gap in design trends, especially the trends in using big photos, illustrations, natural textures, and background design. Based on our own

experience for instance, the university is better equipped with tools and professional personnel such as programmers, photographers, graphic designers, and video producers. But in the library, the design tasks were accomplished by staff with other responsibilities and part-time student assistants with limited resources. Gwynn predicts that open source CMS "will likely be a major starting point for increasing numbers of large and small libraries who want to move to the next generation of web sites" (13). However, an array of considerations need to be taken into account when it comes to the design aspect. After all, design is human, not technical.

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Purchase on Demand: Using ILL Requests to Influence Acquisitions

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Abstract

During autumn 2009, Carl B. Ylvisaker Library, on the campus of Concordia College, implemented an acquisitions-on-demand service that used interlibrary loan requests to influence purchase decisions. This project was spearheaded by the Access & Delivery Librarian but impacted several employees in interlibrary loan, acquisitions, and cataloging. Staff from the various departments worked closely to adapt work flow, create policies, and assure that patron satisfaction remained a top priority. Although the service was relatively easy to implement, there were some financial concerns, including allocating money to the project, creating a new budget fund, and experimenting with how much money was needed to make the service useful, and obtaining an Amazon Prime account. To date, the project has been moderately successful and there are plans to expand the service in the future.

Introduction

Carl B. Ylvisaker Library (CBYL) on the campus of Concordia College in Moorhead, MN, serves approximately 2,800 undergraduates, nearly 200 full-time faculty members, over 400 staff members, and a robust clergy population. During the 2009-10 academic year, patrons received 3,201 returnable items via interlibrary loan (ILL). In May 2009, inspired by the examples set by other libraries within the region, including those at Gustavus Adolphus College and College of St. Scholastica (DeJohn), the Interlibrary Loan Department set a goal of collaborating with the Acquisitions and Cataloging Departments to develop and implement a purchase-on-demand program that would allow the department to fill requests that would normally go unfilled due to cost and availability issues. In addition to improving ILL service, staff involved in developing the purchase-on-demand service believed that this new method would result in adding quality materials that would subsequently be used by multiple library constituents. Staff worked diligently throughout the summer, so that by September 2009, they had created policies and procedures, received a budget fund line with a trial amount of $1000, and made three trial purchases to test the accuracy and efficiency of the plans. The first year of the program was mildly successful, although not without room for improvement, and the collaborating departments have several ideas for expansion in the near future.

Review of Literature

The ease, speed, and affordability with which libraries can purchase materials from online bookstores such as Amazon.com and BarnesandNoble.com has contributed to a number of libraries implementing some variation of an ILL influenced acquisitions service for monographs, with each library tailoring the criteria and procedures to suit the needs of the patrons and the routines and policies of the library. Alder demonstrates how academic libraries might serve faculty by buying older, inexpensive materials at a cost similar to ILL fees and allowing the faculty to keep the materials rather than adding the items to the library's collection (11). Many academic and public libraries opt to purchase newer, high demand materials which are often difficult to obtain via ILL (Alder 11; Allen et al. 138-141). Houle details how even special libraries might benefit from a blending of ILL and Acquisitions in his article detailing procedures at Schulich Library of Science and Engineering at McGill University. Some libraries even limit purchase-on-demand to a limited type of resource that has been predetermined to be cost effective and efficient, such as Gibson and Kirkwood exhibit with their discussion of purchasing materials published by the Materials Research Society. Besides customer satisfaction, many libraries using a purchase-on-demand model frequently report a high circulation rate for items obtained in this manner (DeJohn 3; Allen et al. 139-140; Gibson and Kirkwood 52; Houle 7). A search of library literature finds experiments with purchase-on-demand models being used at several academic and public libraries, include: Cunninghanm Memorial Library, Indiana State University (Comer and Lorenzen

171); Harvey Andruss Library, Bloomsburg University of Pennsylvania (Kuhn 28); Thomas Crane Public Library, Quincy MA (Allen et al 138); Purdue University Libraries (Allen et al 139); University of Wisconsin-Madison Libraries (Allen et al 140); Harold B. Lee Library, Brigham Young University (Alder 10); and University of Arkansas Libraries (Gibson and Kirkwood 47).

Purchase Criteria & Procedures

The purchase-on-demand service at CBYL begins in the Interlibrary Loan Department, where staff members, under the supervision of the Access & Delivery Librarian, determine if a request meets certain criteria pertaining to availability, cost and content. First, the item cannot be available from libraries with which CBYL has consortia or free lending agreements. Secondly, the cost of purchasing the item cannot exceed the fees associated with borrowing the item through WorldCat Resource Sharing. Finally, the patron's "need by date" must allow enough time for the material to proceed through rush ordering and cataloging procedures. Materials unavailable through ILL due to demand, media lending restrictions, or few holdings are purchased regardless of cost when the content is deemed suitable for use in an academic collection. This evaluation occurs on the same day a request is placed.

Once ILL staff decide to purchase a requested item, they forward pertinent information (e.g. ISBN, title, author, ILL request number) to the Acquisitions Department, where staff code the item as a rush order and record the ILL request number in the acquisitions module of the integrated library system (ILS). Using the patron's "need by date" and material availability as guidelines, the Acquisitions Department determines the best vendor from which to order the material.

When the purchased material arrives, Acquisitions forwards the request to the Cataloging Department, which follows long established protocols for rush cataloging and processing situations. When staff catalog and process the material, they return it to the Interlibrary Loan Department for receiving and distribution. The purchased items are counted as "fills" in the ILL module of the ILS.

Outcomes

Purchases and Costs

Between September 1, 2009 and May 1, 2010, 20 items were acquired using the purchase-on-demand model at an average cost of $21.33 per item, including shipping fees. Since our maximum allowed pay out for ILL requests is set at $25.00, the average cost came in below the cost of using ILL, despite the fact that some high demand and difficult to obtain materials were purchased without regard to cost due to their perceived importance to the curriculum. Only $426.55 of the initial budget allocation was spent on the service, allowing for plenty of room to expand the program while still remaining within budget.

While purchase-on-demand materials account for only a small percentage of total returnable ILL requests, these purchases did help fill requests that would otherwise have gone unfilled. Since the ILS sends the majority of patron initiated requests unmediated to suppliers without any staff intervention, these requests are never considered for purchase and should not diminish the effectiveness of the purchase-on-demand model.

As a result of the selection criteria, the purchase-on-demand program has been primarily used to fill faculty requests. During the initial phase of the program, 14 of the 20 purchases were procured for faculty members. While catering to faculty is not the intent of the purchase-on-demand service, there are a number of reasons that faculty requests are more frequently filled in this manner. First, faculty generally plan their ILL needs well in advance and are generous with their "need by date", which facilitates the process. Secondly, many of the faculty requests are directly related to the theme of the college's annual *Faith, Reason, and World Affairs Symposium* or to the content of the courses they teach, which makes the materials suitable to an academic library collection. Finally, faculty members keep informed of forthcoming publications in their field and are more likely to request new and difficult to obtain materials via ILL.

Circulation Data

As research indicates, ILL influenced purchases often enjoy high circulation rates. Houle states that ILL book requests purchased at Schulich Library circulated an average of 2.9 times during the first two years of the program, while studies at Thomas Crane Public Library and University of Wisconsin-Madison Libraries report an average of 3 uses and 3.5 uses respectively during the first year of service (Allen et al.). CBYL circulation records show a similar trend, with many purchases proving valuable to multiple patrons. Of the 20 purchased items, 80% circulated within the first 8 months of the program, with 45% circulating multiple times since the date of purchase (see table 1). As a whole, the materials enjoy an average rate of 2.1 circulations per item.

Table 2
Circulation Data by Title

Title	Total Circulations
Corvus : A Life With Birds	2
Life In Rewind : The Story of a Young Courageous Man Who Persevered Over OCD and the Harvard Doctor Who Broke All the Rules to Help Him	1
Pride And Prejudice And Zombies : The Classic Regency Romance -- Now with Ultraviolent Zombie Mayhem!	5
Liberal Way Of War : Killing to Make Life Live	2
Baking Cakes In Kigali : A Novel	2
Zeitoun	1
Teaching The New Writing : Technology, Change, and Assessment in the 21st-Century Classroom	1
Casebook Of Victor Frankenstein : A Novel	1
Salt And Light : Lives of Faith that Shaped Modern China	0
Woman Behind The New Deal : The Life of Frances Perkins, FDR's Secretary of Labor and His Moral Conscience	0
Going Rouge : Sarah Palin : an American Nightmare	1
Salvete! : A First Course In Latin	5
Guided Lessons : For Students Of the Alexander Technique	1
Man From Beijing	2
A Thousand Sisters : My Journey into the Worst Place on Earth to be a Woman	1
Transformation Theology : Church in the World	0
Hanging Out, Messing Around, and Geeking out : Kids Living and Learning with New Media	0
Slumdog Millionaire	11
Snegurochka Snow Maiden	2
Milk	4

Turnaround Time

At first glance, turnaround time at CBYL is not stellar, but materials did reach patrons within their specified time range (see table 2). While the staff involved in implementing the purchase-on-demand service discussed purchasing an Amazon Prime account to expedite shipping and turnaround, they determined that due to funding issues the departments should refrain from paying additional shipping fees during the initial phase of the program and revisit the issue after the first year of operation. In addition, the first items purchased using the service were requested months before the service began but had very liberal “need by dates”. Rather than

rejecting these requests, the time frame allowed staff to hold on to them and see if they became more readily available with the passage of time. When the purchase-on-demand system began, these items became the first purchases.

Table 3
Turnaround Time by Title

Title	Request Date	Fill Date
Corvus : A Life With Birds	07/28/2009	09/07/2009
Life In Rewind : The Story of a Young Courageous Man Who Persevered Over OCD and the Harvard Doctor Who Broke All the Rules to Help Him	07/28/2009	10/29/2009
Pride And Prejudice And Zombies : The Classic Regency Romance -- Now with Ultraviolent Zombie Mayhem!	07/29/2009	10/29/2009
Liberal Way Of War : Killing to Make Life Live	08/26/2009	10/29/2009
Baking Cakes In Kigali : A Novel	09/04/2009	09/17/2009
Slumdog Millionaire	09/04/2009	09/17/2009
Teaching The New Writing : Technology, Change, and Assessment in the 21st-Century Classroom	09/21/2009	10/29/2009
Snegurochka Snow Maiden	09/23/2009	10/29/2009
Zeitoun	10/02/2009	10/13/2009
Casebook Of Victor Frankenstein : A Novel	10/06/2009	10/13/2009
Salt And Light : Lives of Faith that Shaped Modern China	10/27/2009	11/06/2009
Woman Behind The New Deal : The Life of Frances Perkins, FDR's Secretary of Labor and His Moral Conscience	12/23/2009	01/13/2010
Going Rouge : Sarah Palin : an American Nightmare	12/23/2009	01/06/2010
Salvete! : A First Course In Latin	01/04/2010	01/15/2010
Milk	01/20/2010	01/29/2010
Guided Lessons : For Students Of the Alexander Technique	02/10/2010	02/19/2010
Man From Beijing	02/18/2010	03/15/2010
A Thousand Sisters : My Journey into the Worst Place on Earth to be a Woman	04/07/2010	04/15/2010
Transformation Theology : Church in the World	04/16/2010	04/27/2010
Hanging Out, Messing Around, and Geeking out : Kids Living and Learning with New Media	04/21/2010	04/29/2010

Plans for Future Expansion

In January 2010, the library decided to enhance its Serendipity Collection, a collection of leased and purchased books aimed at serving the pleasure reading needs of the students. As a result, the purchase-on-demand service will extend into more popular selections that contribute to this effort.

A resignation in February 2010 left the Interlibrary Loan Department understaffed, resulting in less time for screening potential purchase-on-demand requests. New staff will be trained in September 2010, which will hopefully allow for increased screening time and purchasing.

Although CBYL staff chose not purchase an Amazon Prime account and allow the Acquisitions Assistant to choose the appropriate vendor to order from, the bulk of the purchases were made from Amazon.com. This

indicates that ILL and Acquisitions staff will need to examine the length of time from request placement to completion and reconsider obtaining an Amazon Prime account.

Conclusions

Staff at CBYL have devised a program that works very well at meeting the needs of faculty members, but improvement is needed to decrease the turnaround time and increase the number of students who benefit from the service. For approximately the same price as meeting a single patron's need via ILL, the purchase-on-demand model provides the benefit of making high demand materials available to all library constituents. A purchase-on-demand model is not likely to become the solution to all of the problems a library encounters in attempting to obtain materials for its patrons. However, with some well developed guidelines and dedicated staff, it is possible to meet some needs using this method.

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Electronic Theses and Dissertations: Issues, Alternatives, & Access

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Abstract

The transition from hard copy to electronic submissions of dissertations and theses (ETDs) has gained momentum rapidly since the development of ETDs began in the late 1990's. The ability of graduate students to include supplemental materials including multimedia files has enhanced the presentation of their work. The library plays an important role in identifying and working through a variety of policy and implementation issues. Whether to house electronic dissertations and theses in institutional repositories or to outsource to a vendor such as UMI is a critical decision that must include the library as a significant stakeholder. Communicating with students and faculty members about the advantages of electronic documents, policy and procedure changes, cataloging, database access, embargoes, costs, and interlibrary loan policies are important issues that must be addressed when an institution is considering this transition.

The University of Nebraska at Omaha initiated a small pilot project in 2007 with UMI to submit dissertations and theses electronically. During the summer session, only two students participated. The project quickly gained popularity and in 2008 all graduate students were required to submit their dissertation or thesis electronically to UMI. Although there have been some obstacles along the way, the project has been quite successful and suggestions to assist other libraries considering the transition to electronic dissertations and theses will be outlined.

Introduction

In early 2006 the University of Nebraska at Omaha (UNO) Library initiated discussions with the Graduate Office to submit all UNO theses and dissertations electronically to ProQuest/UMI Dissertation Publishing. A proposal was written describing the process and the issues that would need to be addressed. There were a number of concerns expressed by members of the graduate faculty as well as the administrators and staff of the Graduate Office. Presentations were made to the graduate council and feedback was encouraged. The proposal was revised several times to incorporate clarifications and to address new concerns as they were expressed. The project has been very successful and all theses and dissertations have been submitted electronically since 2008.

Background

The UNO Library has received, bound, and cataloged theses since the 1930's. In 1996 the first doctoral dissertations were completed at UNO and those documents were sent to UMI for publication in addition to being processed at the library. In the early 2000's UNO considered setting up an institutional repository for both theses and dissertations and wrote a proposal outlining a possible approach. Due to budget and other constraints, that project never progressed beyond the idea stage. As part of that effort, the Graduate Council at UNO passed a resolution in 2002 that supported electronic submission of theses and dissertations. Although digital copies were being made of the dissertations at ProQuest/UMI, UNO did not have access to the electronic copies. In 2006, ProQuest/UMI made the electronic dissertations available at no cost as part of their Current Research @ service. UNO quickly signed up and the database, *Dissertations & Theses @ UNO*, was made available to the campus community. In order to enhance discovery in the library catalog, 856 links were added to the appropriate catalog records. UNO's doctoral programs are rather small, but there are a number of master level programs and about 100 master theses are produced each year. Many of the master theses are frequently used, making electronic access very convenient. The processing of theses and dissertations and the problems that often surfaced during that processing were becoming more time consuming as the number of

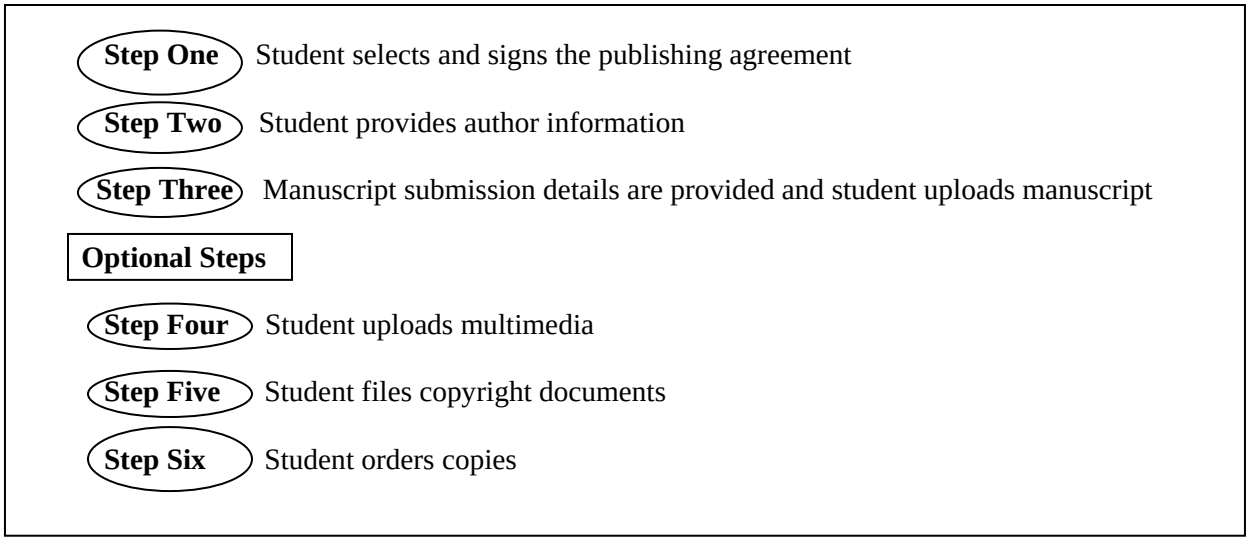
staff members continued to decline. Electronic submission of both theses and dissertations seemed the best approach to serve our students, enhance workflow, and make the documents more easily available.

Proposal

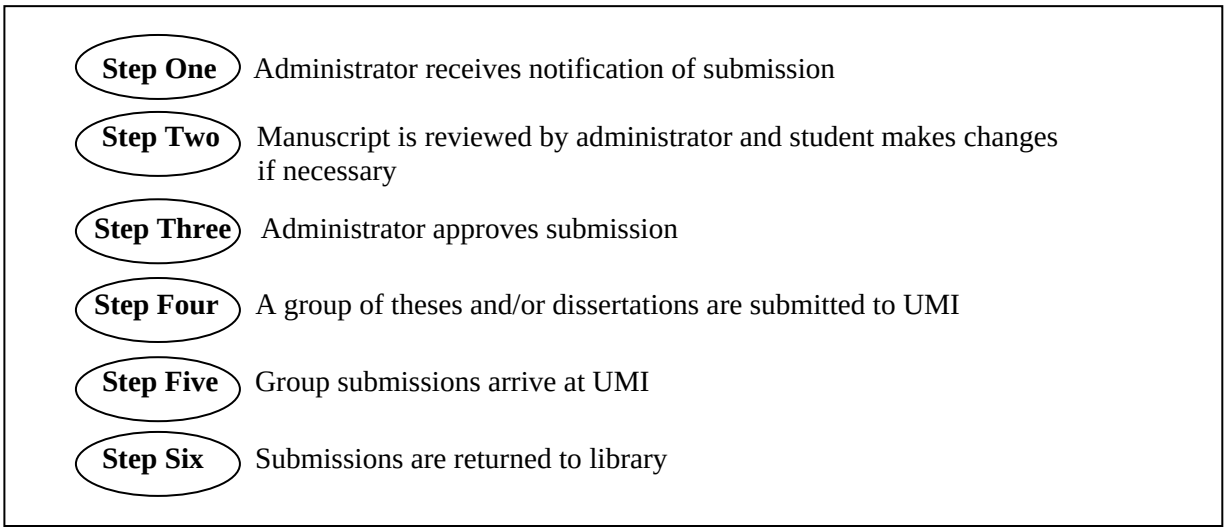
There were a number of issues to address before launching the project to make electronic submission available. Consequently, a proposal was written to address both process and concerns. The proposal was revised seven times before its final acceptance by the Graduate Council. The document enhanced communication and provided clarification. Advantages of electronic submission to the student and the university, technology needed, patents and embargos, costs, and other issues were included in a remarkably short proposal of only eight pages. Key points were included in an executive summary. The passage of the resolution by the Graduate Council in 2002 that supported electronic theses and dissertations proved to be very influential in gaining support for the idea of electronic submission. The proposal was accepted by the Graduate Council in December 2006. The timeline included a pilot project in the summer of 2007.

Setting Up the Site

ProQuest/UMI contracted with the Berkeley Electronic Press (BePress) to set up the submission site. A demonstration site was available to do testing and to show faculty and students how the process worked. Forms requesting needed information to customize the site for UNO were completed with input from the Graduate Office. The Graduate Office had to revise some of its procedures and requirements but since only links to the submission site were used, it was possible to easily revise those pages as needed. The decision was made to have students pay all of the costs during the submission process (including charges for bound copies) rather than having the university invoiced and collect money from the students. Students needed as much current and correct information as possible, so carefully setting up the site was essential to the success of the project. A few modifications were made after the site was launched, but it has been very stable and easy for students and administrators to use. Submission for students and administrators are accomplished in only a few steps (see figs. 1-2).



Source: "UMI ETD Administrator." *ProQuest*. 2010. Web. 9 July 2010.
Fig. 1. Student submission steps.



Source: "UMI ETD Administrator." *ProQuest*. 2010. Web. 9 July 2010.
Fig. 2. Administrator submission steps.

Library Site Administrators

During the site setup, administrators were identified. It is extremely important to have someone in the library included as an administrator. Although the library is not responsible for approving theses and dissertations and handling the workflow needed to move the document through the submission process, the library does need information about the theses and dissertations submitted and the status of those documents. As an administrator, the library will receive notification of submissions and additional actions and have the ability to create reports. By creating reports on a regular basis, the library can ensure that all theses and dissertations have been published and that electronic and bound copies have been received. As an administrator, the library will also be notified of changes made by ProQuest/UMI.

After the site was functional, the administrators participated in telephone training. A very thorough administrator's guide was available that clearly described the steps needed for administrators to process the documents.

Pilot project

The pilot project was initiated in the summer of 2007. Graduate students in the College of Information Science and Technology were eager to give the new technology a try so they were encouraged to participate. There are not a large number of graduates in August and participation was voluntary so only two students chose to submit their documents electronically during the summer term. There were a few minor questions and the students made a suggestion or two about the guidelines. For the most part, the experiment was very successful. The two students were recognized at graduation for their pioneering spirit and the project received some good publicity.

During the fall 2007 semester, the pilot continued and about 25 students chose to participate. There were only minor questions about the process. Since electronic submission would be required beginning in 2008, communication to faculty and graduate students about the process was increased. The library and the Graduate Office considered holding workshops to answer questions and to use the demonstration site to show the steps that would need to be completed. However, feedback from students indicated that was not necessary. The site was very self-explanatory. The Graduate Office did field some questions about formatting and pagination, but those questions seemed to very specific to a particular thesis or dissertation.

Issues

There were a number of issues that needed to be addressed in order for the project to be accepted and successful. The benefits of electronic access, the ability to embargo the work for up to two years, formatting and PDF conversion, the need for bound copies, and the cost to students were the most significant issues identified. Communicating clearly how the change in process would work and how each of the issues would be addressed was critical to the success of the project.

The most significant issue was convincing graduate faculty that electronic submissions benefited students by allowing their work to be more widely distributed and much easier to discover, as well as providing the opportunity to include supplemental material. Electronic submissions allowed students to be more creative because they could include items that were not possible in the traditional format. Most faculty members quickly realized that the option to include supplemental material was an excellent opportunity for students to learn to effectively use information technology and to better showcase their research.

Faculty worried that publishing the theses and dissertations before content from the work could be published in journal articles or books might jeopardize the student's ability to publish their work in other venues. The ability to embargo the work for up to two years seemed to answer that question. Faculty members were also concerned about the 24 page previews. Some short theses and dissertations were not much longer than 24 pages. ProQuest/UMI was approached about this problem and they considered a policy to only publish 20% of a document under 100 pages. Unfortunately, they never implemented the policy and faculty members have not expressed any concern since electronic submission has become mandatory.

There was a great deal of concern among faculty members and students about the actual submission process including the requirement to convert the document to PDF. ProQuest/UMI provided a PDF conversion program on the site that worked really well. There were some formatting issues primarily concerning pagination that required investigation, but those problems were solved reasonably quickly. The library did designate a staff member who would assist with PDF conversion, but no students actually took advantage of the offer.

Some faculty members were extremely concerned about having bound copies available to them and their departments. The Library agreed to purchase one bound copy for University Archives and link the electronic copy to the cataloging record which would serve as the circulating copy. This was not a popular policy. Since departments can require students to provide bound copies, some departments continued to insist that students purchase additional bound copies for use in the department. At least one college still purchases hard copies of each thesis or dissertation for departmental use even when departmental operating budgets have been significantly reduced. The library has explained many times that electronic copies are readily available and that if a hard copy is really needed, it can be printed from the database.

Costs to the students were a major concern. Doctoral students had always paid UMI processing and copyright fees but these were new costs for master's degree students. Both doctoral and master's degree students had been required to submit multiple paper copies to the library to be sent to the bindery. Students are required to order copies at the time of electronic submission because the library no longer sends copies to the bindery. They receive a discounted price for copies purchased at the time of submission. Students save a bit of money on copy and binding costs because they no longer need to provide paper copies to the library but the ProQuest/UMI fees for publication and costs for copies were substantially higher. Most students are so glad to complete their thesis or dissertation and to be finished with their program that concern about the additional costs is minimal. Students may receive a small royalty when copies of their thesis or dissertation are purchased, provided they maintain a current email address at ProQuest/UMI and a sufficient number of copies are sold. Very few students pay the additional fee for "open access" publishing. The Graduate Office does recommend that students pay the copyright fee but they do not recommend paying the "open access" fee.

Many faculty members welcomed the new technology. After the initial adjustment, most faculty members accepted the new procedures and embraced the advantages of the new process.

Alternatives

Although UNO chose to work with ProQuest/UMI for electronic theses and dissertations, there are at least two other alternatives. The Networked Digital Library of Theses and Dissertations (NDLTD) and locally mounted documents on institutional repositories are both viable options. Universities and colleges must analyze the alternatives and determine what will work best for students and faculty.

The Networked Digital Library of Theses and Dissertations (NDLTD) was established in 1996 after development in the early 1990's by Virginia Tech. In 2003 it was incorporated as a 501(c)3 charitable corporation. It has hundreds of members from around the world ("History of the NDLTD"). NDLTD provides a complete submission package and has a union catalog of over one million entries. Very modest membership fees provide access to their services. The submission process is very similar to ProQuest/UMI.

Institutional repositories or digital consortia should also be considered. The possibilities vary widely depending on the resources available to a particular institution. An excellent summary of setting up an ETD submission program was prepared by Sharon Reeves, Theses Canada, and is available online (Reeves).

There are a number of good sources to provide information while determining the best alternative for your institution. Charles Bailey form the Houston Digital Scholarship Project publishes the *Electronic Theses and Dissertations Bibliography* which includes a wide range of articles, conference papers, and other sources that provide information about ETDs (Bailey). Another basic source is *Electronic Theses and Dissertations: A Sourcebook for Educators, Students, and Librarians* which covers a wide range of topics (Fox). Before embarking on an ETD project, it is wise to carefully consider all of the alternatives available.

Access

One of the primary reasons to migrate to electronic theses and dissertations is to enhance access and preservation of the documents. Institutions need to determine early in the process how access will be achieved and how open access will be. Protecting pending patents and material that may be published in scholarly journals are very significant issues that need careful consideration. Access to the documents through the library catalog should also be provided.

If using ProQuest/UMI or NDLTD, there are a variety of access choices and each one of those need to be analyzed to determine what is best for the students and the institution. Copyright must be considered and honored. Preservation is also extremely important because that will determine long term access.

At UNO, access is provided by cataloging one bound copy for University Archives and linking that record to the document on the ProQuest database *Dissertation & Theses @UNO*. The electronic copies are proxied so they are only available to current UNO faculty, staff, and students. If an Interlibrary Loan request is received for a theses or dissertation, it will be sent as a PDF email attachment. The documents do appear in the ProQuest subscription database, *ProQuest Dissertations and Theses (PQDT)* and the ones that are published "open access" are available in *PQDT Open*. Abstracts are available in *Dissertations Abstracts* and citations are available in a number of databases including *Google Scholar*. ProQuest does preserve each document on microfilm as well as digitally to ensure that access will always be possible.

Catalog records should be included in the library catalog to enhance access for students and faculty. ProQuest/UMI provides free basic (Level K) MARC records for the documents they process for your institution. These can be a good starting point in the cataloging process. Templates can also be set up with information that will be standard for all theses and dissertations for your institution to speed original cataloging.

Conclusions

Electronic submission of theses and dissertations has grown significantly and graduate students need to have their work available digitally in order to be competitive in the workplace. Libraries and Graduate Offices must work together to consider issues and alternatives and determine what methods will benefit students and make the process as easy as possible. Careful planning and good communication among everyone involved should result in a workable ETD program that protects, but makes accessible, the work of graduate students.

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To Buy and Not Borrow - Does It Pay?

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Abstract

The University of Southern Indiana Rice Library implemented an Interlibrary Loan Purchase Option procedure in the fall of 2009. The program has proven moderately successful through the first several months, as measured by the volume of requested items purchased rather than borrowed and by the savings of ILL lending fees. The ILL staff at Rice Library will inquire with other college and university libraries with similar "buy not borrow" programs in an effort to both improve upon the current level of success and to gather a collection of best practices. Methodology will include a survey of ILL librarians where such programs are in effect, and response invitations for best practices collected through email, listservs and in print. Survey questions will aim to determine how successful ILL purchase option programs have been for participating academic libraries.

The results of the proposed survey and response invitations will be shared with all participating libraries. The author will also share a brief summary of the methodology, survey results, conclusions, and best practices.

Introduction

The purpose of this study is to identify academic libraries currently using a "buy not borrow" program, as well as those considering one, to measure the overall level of satisfaction with their programs, and to collect some overall best practices to share with interested parties. The original research questions included:

- What criteria are academic libraries with 'buy not borrow' programs using to decide which books to buy?
- Where are libraries with "buy not borrow" programs buying their books?
- What factors motivated libraries to institute and maintain their "buy not borrow" programs?
- Which patrons generate the most ILL requests resulting in a "buy not borrow" purchase?
- Going forward, how likely are institutions to continue their "buy not borrow" programs?

We answered these questions through use of a survey sent out to several different libraries via personal emails and an ILL listserv. While most libraries were unable to give specific best practices, they did offer some insight into their unique workflows. By incorporating the results of the survey, information provided by the literature, and our own "buy not borrow" program, we were able to supply a summary of general good practices used by libraries.

Literature Review

There is a wealth of literature available written by librarians reporting on the procedures, success, and satisfaction of their respective "buy not borrow" programs. Within the last six months, two excellent literature reviews covering these previously-written articles in large measure include Nixon, Freeman, and Ward (119-124); and Hostetler (46-47). Though not quite as prevalent, we were able to find and review four articles on the use of surveys to study satisfaction of purchase-on-demand programs from other schools, or which provide detail on purchase criteria, workflow, and collaboration among departments: Buchanan (2); Pellack

(20-28); Reynolds et al (244-254); and Fountain and Frederiksen (185-195). The survey articles reported satisfaction levels among those surveyed, as well as how each institution took action with their own programs as a result of the responses.

The "Buy Not Borrow" Program at the University of Southern Indiana

The University of Southern Indiana (USI), located in Evansville, maintains a student population of over 10,000 and approximately 668 full and part-time faculty. The new David L. Rice Library building, completed in 2006, provides access to research materials suitable for the primary areas of study at USI including: business, education and human services, liberal arts, nursing and health, and science and engineering. It houses over 237,000 monographs and over 500,000 research volumes overall. Between July 2009 and June 2010, the ILL unit at Rice Library handled 1781 borrowing loan requests and filled1444 (81%).

USI implemented its "buy not borrow" program in October 2009, at which time a draft of procedures and suitable purchase criteria was created and circulated to the heads of all participating library units. A final workflow was posted on a shared drive available for future revisions. In order for a requested ILL item to be eligible for purchase consideration, it must "survive" through the following steps:

Rice Library Catalog:

- Item must not be owned (including items checked out or on reserve), unless it is determined to be lost or missing.

Amazon.com (Amazon.com is the only vendor Rice Library's ILL unit uses for checking price and availability and with whom USI pays an annual fee of $79 for free shipping):

- Item must be in print
- Item must not cost more than $100.00
- Item must be in stock and available to ship in 1-2 days.
- No textbooks, media, self-published items, or leisure reading.

OCLC (Items checked in OCLC to determine that they are not):

- a thesis or dissertation
- of little use to general collection.

If an item remains eligible through all above considerations, the ILL staff will fill out the same online form faculty may use to request titles directly to Technical Services. The form will be identified as an "ILL request," and will include the patron's name and contact information. The form will also indicate if the purchase is to replace a lost or missing item. The ILLiad borrowing transaction from which the purchase request originated will be temporarily marked as "Awaiting Further Research/Verification."

The following steps are then taken:

1. Technical Services receives purchase request from ILL and makes a final determination if the item should be purchased. If an item should not be purchased, ILL is notified that request should be filled.
2. Technical Services orders the item. To date, books have been ordered through YBP or Amazon; Emery-Pratt may also be used. Vendor for each item is determined by who will be able to most quickly fill the order.
3. Items originating from ILL requests will receive priority processing including a catalog record and security tag.
4. Books will be routed to ILL for verification of arrival.
5. The book information, transaction number, patron info, etc., will be added to a tracking spread sheet maintained by the ILL Unit.

6. ILL will notify the patron of the book's arrival via email and tag the book with the appropriate borrowing loan slip. The slips will be printed on pink paper to distinguish them from other ILL hold items.
7. The item(s) will be taken to the shelf behind the Circulation desk with all other ILL requested items.
8. Once the item is checked out to patron, the signed pink label will be returned with other ILL borrowing loan slips.
9. The book request's Illiad record will be updated as "Request Finished."
10. When the book is returned by the patron, it will find a home in the general collection.

Between November 2009 and May 2010, USI's ILL unit purchased 10 items through its "buy not borrow" program. Seven purchases originated from faculty requests, two from undergraduates, and one from a graduate student. In the absence of restrictions, publication dates range from 1994-2009. USI's ILL unit plans to implement continued revisions of the criteria and workflow, hoping to expand its "buy not borrow" program.

Methodology

A 22 question survey was the primary method used to gather information for this paper. The survey was distributed on May 6, 2010 via an ILL listserv and through emails to libraries known to have a "buy not borrow" program. The response deadline was May 28, 2010. We received 51 surveys. The survey was also presented on an OCLC ILLiad message board. We requested that anyone who had a "buy not borrow" program, or who was considering implementing one, to take our survey.

The survey had 22 multiple choice questions, with eight allowing for open-ended responses and one field at the end for additional comments. A variety of information was requested regarding the policies each library uses in its program. The open-ended questions focused on finding out the more specific and unique practices of participants' "buy not borrow" programs. Multiple choice questions were based on our policies and those of other libraries studied in the literature review. The survey also collected information about ILL usage statistics and the number and category of patrons using the service.

We had responses from both public and private academic libraries with ILL requests ranging from fewer than 10 a day to more than 50. Twelve of the 51 participants did not actually have a 'buy not borrow" program at their library. Thirty-nine of them did. Three of the survey participants were contacted via email as they were known to have a well established "buy not borrow" program.

Since we were unsure about which libraries had a "buy not borrow" program, we used the ILL listserv as our main mode of communication, to reach a large and varied group of people. Using an online survey distributed via a widely used listserv served us very well in obtaining information. Moreover, it gave us a better idea of what types of libraries already have or are considering "buy not borrow" program if of their own.

The survey was structured to ask specific questions while still allowing participants the opportunity to provide more information about their unique policies. With these questions we were able to determine frequency of use, the methods used in obtaining items, purchase criteria, and which category of patrons used it the most. Additionally, an important goal for us was to determine the overall satisfaction the library and its patrons have with the program.

Along with the survey request, we asked people to share their "best practices." We hoped these responses would give us a better idea about which policies and methods work best for academic libraries. We received only one like response through email. However, we received a variety of comments through the "additional comments" field at the end of our survey. These comments showed such variance of policy that a "best" practice would be hard to pin down. Nevertheless, the responses were very informative about what could work well under different circumstances.

Demographics Summary of Survey Participants

Seven questions on the survey dealt with demographic information. Twelve of the 51 responses (23.5%) declared that they did not currently have a "buy not borrow" program in place but were considering one. Only the remaining 39 respondses are included in the demographic results below.

Participants declaring an active "buy not borrow" program were from colleges/universities with undergraduate enrollment of: 5,000 or less – 13 (36.1%); 5,001 – 15,000 – 9 (25%); 15,001 or more – 14 (38.9%). Six participants' institutions did not have graduate programs, while the highest percentage - 11 (31.4%) were schools with graduate enrollment of 2,500 or less. All other responses came from schools with more than 2,500 graduate students, with 6 (17.1%) from schools with more than 10,000. The majority of 35 responses to the full-time ILL staff question - 16 (45.7%) reported 1-2 full-time interlibrary loan staff while 9 (17.6%) have five or more full-time staff. Of the 32 responses to the part-time interlibrary loan staff question, the largest percentage was also for 1-2 – 18 (56.3%).

The answers for the number of daily borrowing requests for loans, copies, or theses/dissertations were in increments of 10, with 51 or more being the highest choice. The responses were split among all possible answers for loans. The majority of respondents for the copy request question chose 51 or more – 12 (37.5%). Only 25 respondents answered the dissertation question with the majority – 8 (32%) declaring "no requests," and all others falling evenly between 1, 2-3, and 4 or more requests respectively.

Of 38 responses to question 18, asking if library departments other than ILL take part in the process for determining eligible "buy not borrow" purchases, 28 (74%) indicated yes. Of those, 16 (57%) indicated acquisitions, with circulation, cataloging, and library liaisons each mentioned at least twice.

Findings

Not all 22 questions were answered in every survey. The survey software contained "skip logic," a program which skips participants ahead to designated questions in the survey, depending on their answer. For example, those participants who declared on the first question that they did not have a "buy not borrow" program in place were skipped directly to the last question asking if participants wanted the results of the survey. For this reason and also by participants' choice, the number of responses varied from question to question.

Four questions allowed the participants to select more than one answer. There are multiple selections on each possible answer for these questions. All other questions asked for only one answer per participant. The first and last question received 51 responses; all remaining questions received between 25 and 39 responses.

"What criteria are academic libraries with 'buy not borrow' programs using to decide which books to buy?"

The first question on the survey asked participants how long their ILL unit has been using a "buy not borrow" option (see fig. 1).

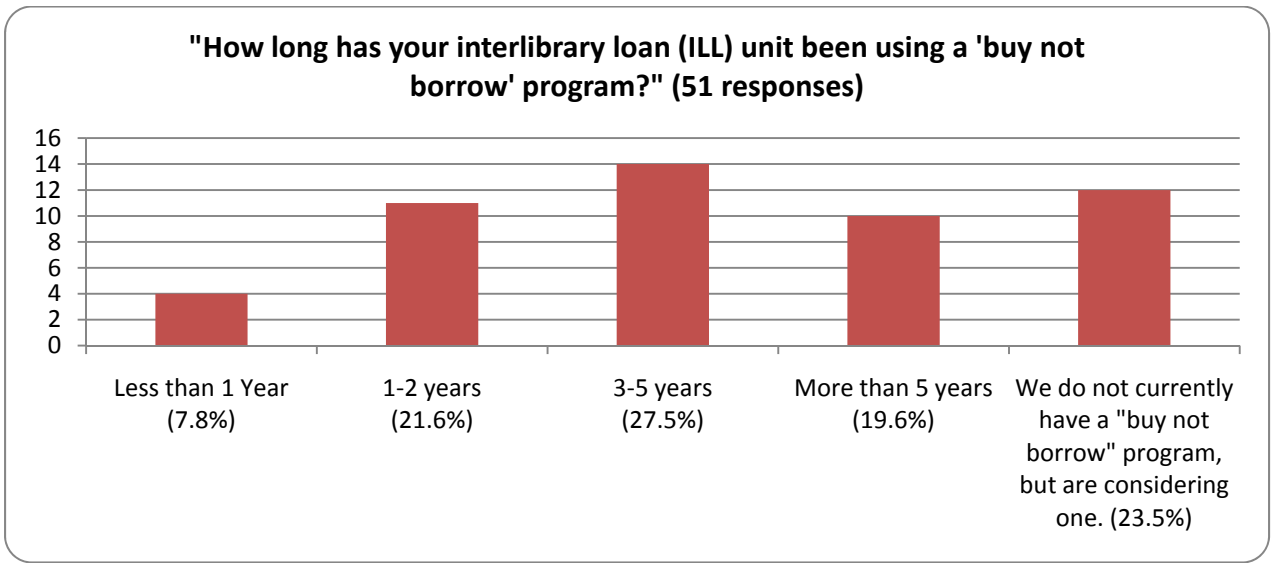

Fig. 1. Question 1

Questions two and three asked participants to report any maximum amount their institution was willing to pay for a “buy not borrow” acquisition, and if so how much. The majority of the 39 responses – 31 (79.5%) indicated a maximum amount spent on a “buy not borrow” purchase. The literature reflected similarly on the variety of answers to this survey question.

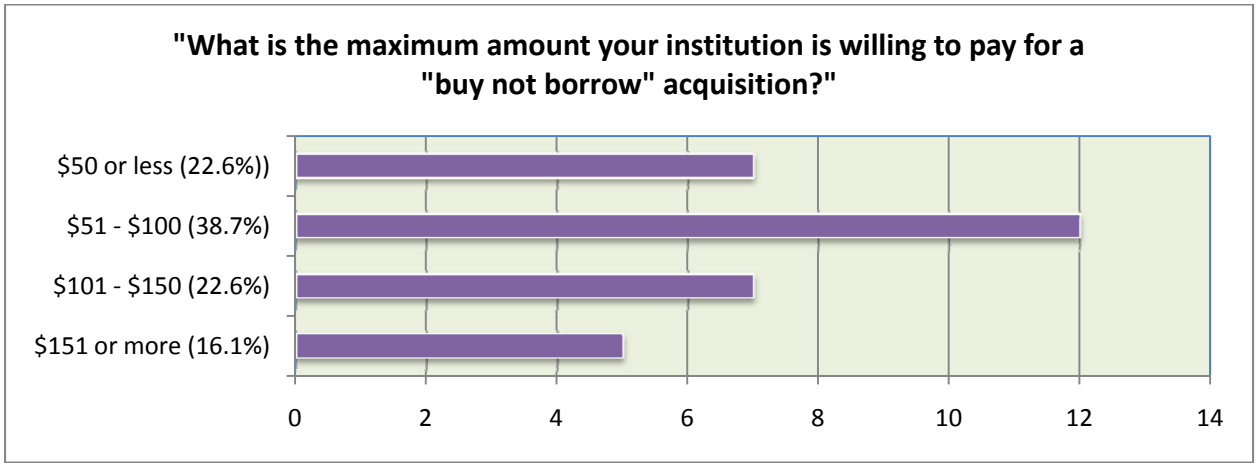

Fig. 2. Question 3,

Question four asked if every loan request is treated as a potential purchase option. Of the 39 respondents to this yes/no question, only six (15.4%) indicated that every loan request constituted a potential purchase. This was followed up with Question five which asked participants to select all restrictions listed which applied to their own workflow for items to become eligible for a “buy not borrow” purchase (see fig. 3). A summary of additional responses is included below (see table 1).

The findings from question five closely resemble the literature from librarians reporting on their own programs. Several restrictions were listed by most librarians in both the literature and in this survey. 19 participants gave a specific publication restriction date; they ranged from the most recent (after January 2010) to the oldest (January 1995). The most frequent response – 5 (26.3%) reported January 2005.

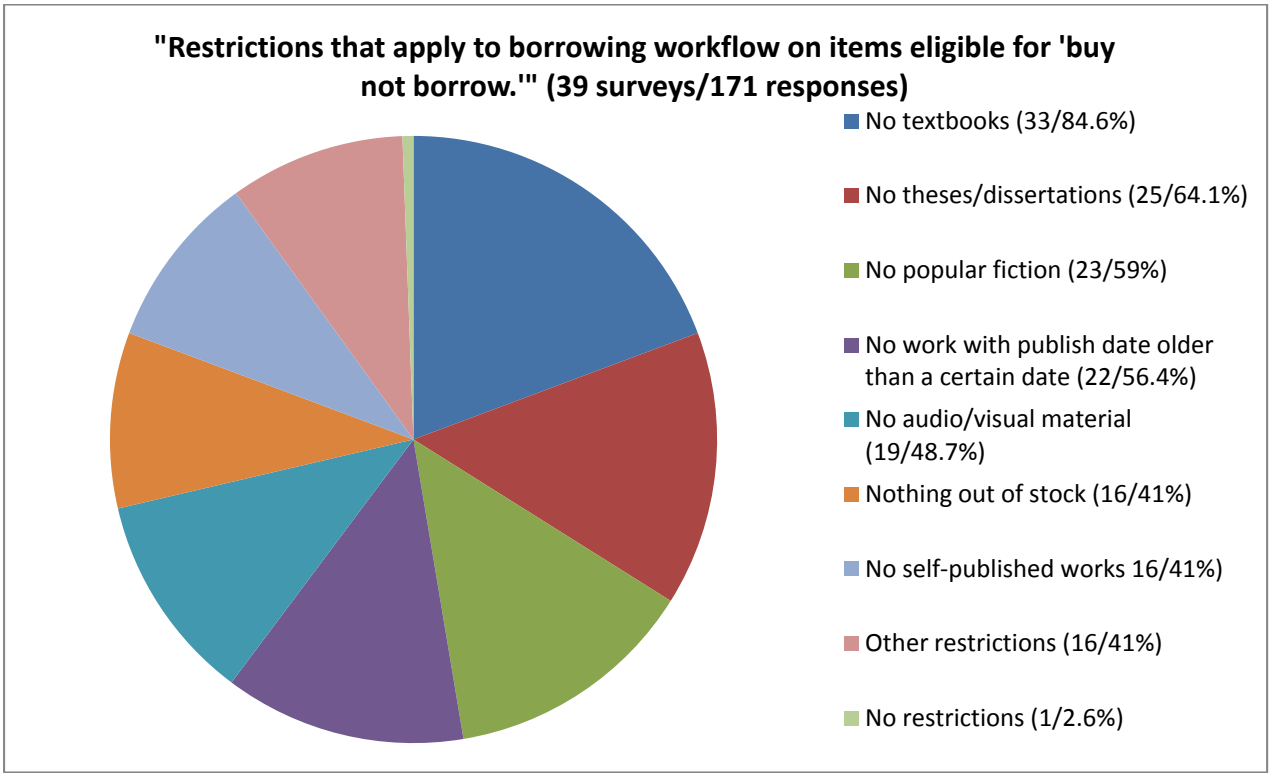

Fig. 3. Question 5.

Table 1
"Other restrictions" Listed for Survey Question 5

Restriction	Frequency
English Only	5
Must meet collection criteria	4
Must be student request	3
Must be available to ship same day	2
Must be scholarly	2
No children's/juvenile titles	2
No items owned by libraries in consortium	2
No multi-volumes/parts of multi-volumes	2
No workbooks	2
Current 6 months only	1
Current 3 years	1
Current 10 years	1
Must be available from North American Vendor	1
Must be requested by faculty or graduates	1
Must be title requested multiple times	1
No audio CD's	1
No books in M, NX, RC, or TX call number ranges	1
No computer manuals	1
No dictionaries	1
No encyclopedias	1
No popular titles	1
No test prep	1
Not already owned	1
Not on a very focused research subject	1
Nothing requested by library staff	1

"Where are libraries with 'buy not borrow" programs buying their books?"

Questions six and seven asked participants to list which book vendor web sites are used for checking price and availability and for ordering of items respectively. In both cases, Amazon was the overwhelming favorite (89.5% for checking price/availability; 92.1% for ordering). It is interesting to note that the percentages listed by the vendors in each question mirrored each other, as do the open-ended responses listing "other" vendors (see figs. 4-5; tables 2-3).

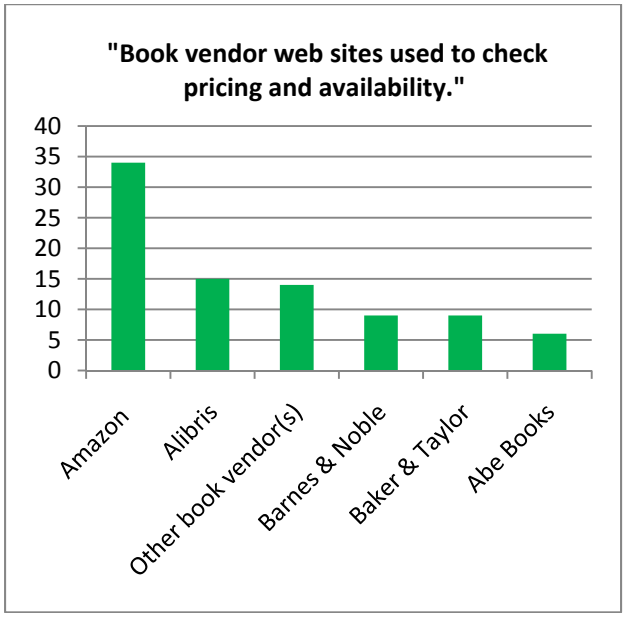

Fig. 4. Question 6

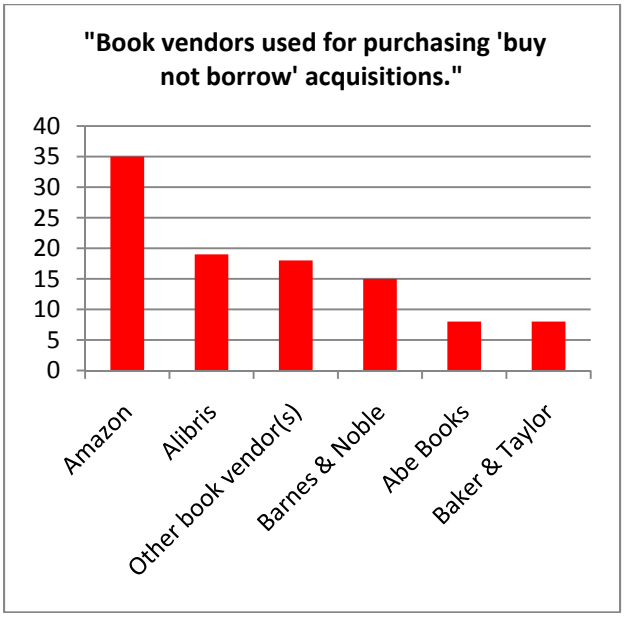

Fig. 5. Question 7

Table 2
"Other book vendors(s)" used to check pricing pricing and availability.

Vendor	Frequency
Blackwell/Yankee Book Peddler/GOBI	6
Acquisitions decides	3
Better World Books	2
Yankee Book Peddler	2
Addall	1
Any book vendor we can find	1
Chaptersindigo.ca	1
International Amazon	1
International vendors as necessary	1
Local bookstore	1

Table 3
"Other book vendor(s)" used to purchase "buy not borrow" acquisitions.

Vendor	Frequency
Blackwell/Yankee Book Peddler/GOBI	6
Any book vendor that can supply	3
Better World Books/QUICK	3
Acquisitions decides	1
Chaptersindigo.ca	1
ebay	1
International vendors as needed	1
Local bookstore	1
Yankee book peddler	1

Question eight inquired about minimum shipping days required for a "buy not borrow" purchase. Most of the 39 respondents required no minimum shipping time – 16 (41%). Six (16.2%) of 37 responses indicated that

they pay an annual membership fee to a book vendor in order to receive free shipping. The five participants who mentioned a book vendor membership specifically listed Amazon/Amazon Prime

Fig. 6. Question 8.

"What factors motivated libraries to institute and maintain their 'buy not borrow' program?"

Question 10, also a "check all that apply" question, asked participants to indicate their rationale for implementing a "buy not borrow" program in their library. Of the 39 responses to this question, 35 (89.7%) selected "a: as a means of contributing patron-driven requests to your library's collection"; 28 (71.8%) chose "b: to expedite patron interlibrary loan requests"; and 19 (48.7%) chose "c: as a cost-saving measure for the interlibrary loan budget." Ten respondents (25.6%) chose "d: other rationale." Comments contributed to Question 10 included the following:

- *"If one patron wants it, there is a very high likelihood that others will find it useful."*
- *"Sometimes it is the only option."*
- *"We strive to meet every user's request."*
- *"To provide what is needed to the students and faculty that is not readily available via traditional ILL."*
- *...rather pay for an item and own it than to pay to borrow it"*
- *"Longer circulation periods and renewal options than ILL requested items."*

"Which patrons generate the most ILL requests resulting in a 'buy not borrow' purchase?"

The majority, 16 (42.1%) of the 38 respondents to Question 11 indicated that their ILL unit purchases less than 50 "buy not borrow" items per year. The next highest percentage was from those who indicated their library transacts over 200 per year – 9 (23.7%). Through most of the literature, it appears that the majority of "buy not borrow" purchases originated from graduate student requests. The data from this survey indicated otherwise, with most of the 38 responses to Question 12 indicating faculty requests – 15 (29.4%) (See Fig. 7). This may be due in part to the demographic make-up of the responses; not all schools indicated they have graduate and/or doctoral programs at their institution.

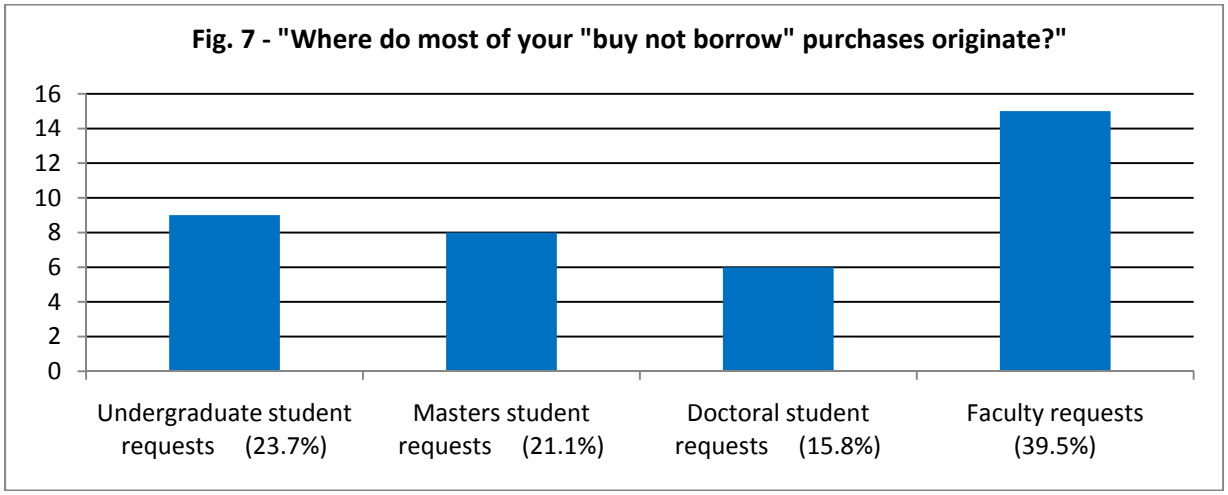

Fig. 7. "Where do most of your "buy not borrow" purchases originate?"

There were 33 responses to Question 15 regarding which academic department generates the most loan request resulting in a "buy not borrow" purchase. History was chosen overwhelmingly – 11 (33%). Of the remaining subjects, only English – 2 (6%) was indicated more than once.

"Going forward, how likely are institutions to continue their "buy not borrow" programs?"

Finally, the survey asked two questions aimed at gauging the overall satisfaction level of libraries with their "buy not borrow" programs. Question 19 asked ILL units how satisfied they are with their "buy not borrow" programs; the satisfaction level was overwhelmingly positive. None of the 39 respondents chose "somewhat dissatisfied" or "extremely dissatisfied," and 23 (59%) expressed extreme satisfaction with their program. Question 20, inquired about plans for the "buy not borrow" program in the future; 32 of the 39 respondents (82.1%) reported that they will continue the program indefinitely. No respondents reported that they will be discontinuing the program after this year, and only three each (7.7%) said they will either continue the program until it no longer proves cost-effective or proceed on a year-by-year basis.

Forty-four of the 51 respondents to the survey requested a copy of the results. The authors received an additional six personal emails from respondents requesting results. Positive comments shared included the following:

- *"We've had nothing but positive feedback from our patrons. They enjoy knowing they are contributing to collection development. Our turn-around time for purchased items is very comparable to borrowed items."*
- *"Our faculty and students love the program. Administration loves the fiscal responsibility of it and the strong support of the research needs of the campus community beyond traditional ILL has been great marketing for the library."*
- *"The best byproduct we have seen is that this program tears down walls between circulation staff, ILL staff, and acquisitions staff, creating a positive environment of innovation and camaraderie."*
- *"Program is a big success."*

Best Practices

While we received many insightful comments through the survey, we received little in the way of comments specifically identified as "best practices." From the literature, survey, and from our own experiences, we have

summarized what has surfaced most generally in each area of our research as best practices for academic libraries with "buy not borrow" programs:

- Establish a workable, adaptable list of purchase criteria, suitable for your institution, including publication date, availability, price, format, language, universal appeal, and suitability to the collection.
- Customize a detailed and logical workflow that fits with the personnel, facility, and logistics of your institution. Some details to consider include: whether the "buy not borrow" purchase items originate from ILL requests; which personnel and/or department follows the purchase criteria and does the ordering; which vendor(s) to use for both checking price/availability and for ordering; whether items be fully processed before or after being checked out to requesting patron; to what degree patrons become participants in collection development decision making, etc.
- Take advantage of emerging software capabilities to meet the needs of your patrons and best serve your particular institution. Depending on the needs of your patrons, the policies of your ILL unit and library, and the level of patron input that fits your library, such software may include: *ILLiad 8.0* and subsequent upgrades, *JTACQ* (Taylor), Getting it System Toolkit (*GIST*) (Bowersox), and your institution's own "purchase request form" capabilities, to name a few.
- Keep an eye on emerging trends, including:
    - the use of software applications listed above.
    - using OCLC lending codes for *Better World Books* (*QUICK*) (Hostetler) and *Alibris* – ALBRS ("Interlibrary Loan Program") to allow patrons greater purchase option flexibility at their fingertips and/or as "lenders" (vendors) for ILL units purchasing books on patrons' behalf.
    - purchase-on-demand of electronic books (Polanka) and how this affects ILL and acquisition workflow.

Conclusion

Overall we feel that the survey was successful in gathering information from an array of different libraries and programs. There are several conclusions that can be drawn from the literature, survey answers, and our own program:

1. Purchasing criteria shared by most of the programs described in the literature include: appropriateness of titles for collection, cost-effectiveness, shipping availability, and delivery time.
2. Elements where libraries share a difference of opinion include: textbooks, audio/visual, price, theses/dissertations, and publication date.
3. Some libraries chose to put item in the patron's hands first, and then catalog/process later; others made sure the book was completely processed/cataloged before loaning to the patron.
4. Librarians reporting on their "buy not borrow" programs are generally very satisfied with their success, as are the patrons of the libraries with such programs in place.

"Buy not borrow" programs allow patrons a means of interacting with librarians and gives them the opportunity to provide input in collection development decisions. It may also be utilized to assist libraries' bottom line. However, it is important to establish a workable set of purchase criteria and workflow, suitable to the specific needs of each library and their patrons. In doing so, libraries can provide a service which is cost-effective, fosters greater collaboration among library units, improves efficiency, and offers an excellent user-centered service for their patrons.

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A University's Information Literacy Assessment Program Using *Google Docs*

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Abstract

The Rider University academic community has adopted information literacy (IL) as one of the core learning objectives for undergraduates. The IL objectives are based on the ACRL IL Competency Standards for Higher Education. The Moore Library developed an online survey to assess students' skills on the first IL objective—identifying various resources. The survey was administered to students who attended information research instruction sessions in fall 2009. In spring 2010, a new survey was developed to assess students' skills on the second IL objective—developing keyword strategies and accessing relevant information from the most appropriate resources. The surveys for the IL objectives collect rich data sets to inform the University community of the IL competency of students. The information is valuable for librarians and faculty in planning and incorporating IL into the curriculum of academic departments.

Introduction/Purpose

The Middle States Commission on Higher Education, an accrediting agency overseeing higher education in the Middle Atlantic States such as New Jersey, emphasizes the need to assess student learning outcomes (Malone and Nelson). According to a study, this agency has the "most explicit expectations of information literacy" (Saunders 317). Based on these expectations, a committee of faculty members and administrators at Rider University created a list of learning objectives that includes information literacy skills to be assessed. This Task Force on Learning Objectives and Competencies (TFLO) for Undergraduate Students incorporates the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education (Malone and Nelson 100). As a result, the librarians in Moore Library on Rider University's Lawrenceville campus have been developing tools and methods to assess these literacy goals and objectives (table 1) in the information research instruction sessions.

One of the methods developed includes an online survey conducted each semester to determine baseline knowledge of students' skills in each of these objectives. During the fall 2009 semester, five questions were written pertaining to the first learning objective (table 6) on TFLO. The following spring 2010 semester, a new set of five questions were created based on the second learning objective (table 6). The use of *Google Docs* is a quick, cost effective method for creating questions online and for analyzing the results when downloaded into an Excel spreadsheet. This allows the instruction librarians to determine a baseline of information literacy (IL) skills across many disciplines and the college grade levels. There is much anecdotal evidence of students' information literacy skills, but this online survey provides documentation and a snapshot of those skills. Trends can be measured as the online surveys are conducted over time, providing rich data sets to inform the University community of the IL competency of students. This information is valuable for librarians and faculty in planning and incorporating IL into the curriculum.

Table 1
Task Force of Learning Objectives (TFLO) and Competencies on Information Literacy

1) The information literate student determines the nature and extent of the information needed. Students will identify a variety of types and formats of potential sources of information.
2) The information literate student accesses needed information effectively and efficiently. Students will recognize controlled vocabularies; illustrate search statements that incorporate appropriate keywords and synonyms, controlled vocabularies (when appropriate), Boolean operators, nesting of terms, and truncation, refining the search statement when necessary; and determine the most appropriate resources for accessing needed information.
3) The information literate student will begin to develop an understanding of evaluating information and its sources critically and incorporating selected information into his or her knowledge base and value system. Students will judge the value of a resource by noting its reliability, validity, accuracy, authority, timeliness, point of view or bias.
4) The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose. Students will assemble the information gathered and create a product.
5) The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. Students will appropriately cite their sources.

Literature Review

Using the search statement "Google Docs" and assessment and ("information literacy" or "library instruction") generated few relevant articles in library, education, and multi-disciplinary databases. Little has been written on using *Google Docs* as an assessment tool for research instruction and for IL. Broadening the search with "Google Docs" and (libraries or assessment or test or survey) as keywords retrieved more articles. However, no articles were discovered using *Google Docs* as a tool for performing the assessment task as conducted by the Moore librarians. Travis (105) provides features available in free survey tools and gives instructions on creating a survey using *Google Docs*' form function. South lists alternative free tools for online surveys and tests and discusses the advantages of using these collaborative mechanisms to share information between committee members (27). Instructions for creating surveys and quizzes are also available online (Everson; *Making Online Quizzes with Google Docs* – Part 1; *Making Online Quizzes with Google Docs* – Part 2).

Design and Methodology

The surveys were generated with the Forms within *Google Docs*. As noted in the previous section, each survey contained 5 questions aimed at IL objective 1 and 2, along with demographic information. The spring 2010 survey included a question concerning the number of times students had received library research instruction at Rider. It took about 5 minutes for students to complete each survey before the research instruction session began, therefore minimizing class time in giving the assessment. The data was exported to *MS Excel*, tabulated, and analyzed using the software *SPC XL* (Air Academy).

Survey data is saved on the *Google Docs* site and exported to Microsoft *Excel*. This data is tabulated using the *Excel* functions, "Sort" and "Count if", and shared with the Library Assessment Subcommittee members. The questions are administered at the start of research instruction sessions conducted in the Moore Library's computer labs and presentation rooms. Students who arrive early or on time are instructed to access the online survey. Those who arrive late are not asked to take the survey so as not to intrude on the instruction time.

Below are a few screen shots on some key processes using *Google Docs* and Microsoft *Excel* to set up the survey and extract the data.

1. Log in to docs.google.com, click “Create new” drop down menu and select “Form” to create the survey (see fig. 1).

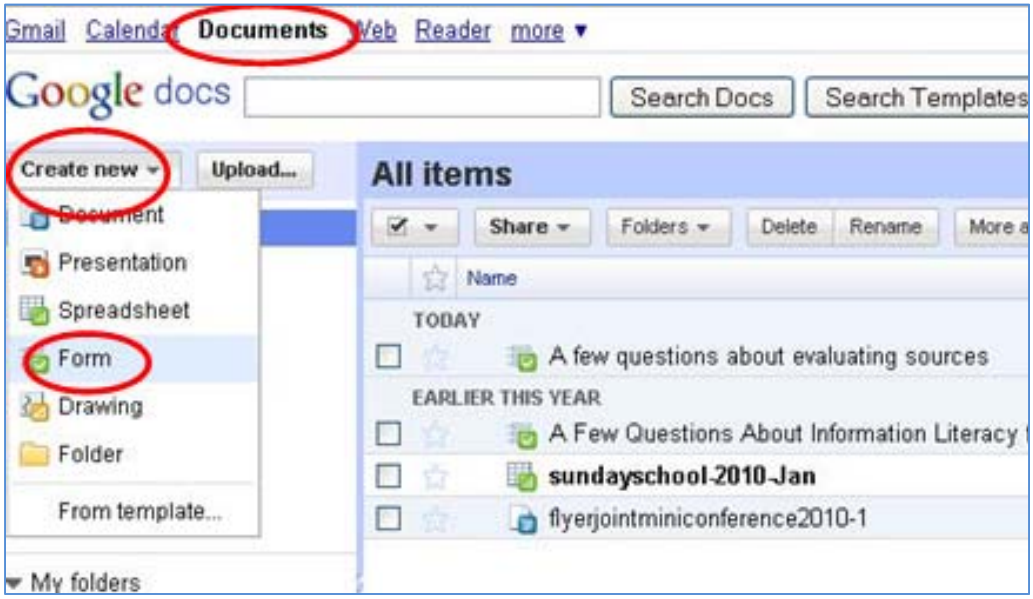

Fig. 1. Creating a Survey Using “Form” in *Google Docs*

2. To share the access of this form with others, at the *Google Docs* site, click the check box for the specific quiz/survey, Click “Share”, and select “Share setting”, enter the emails of the persons you will share the form with in the text box (see fig. 2).

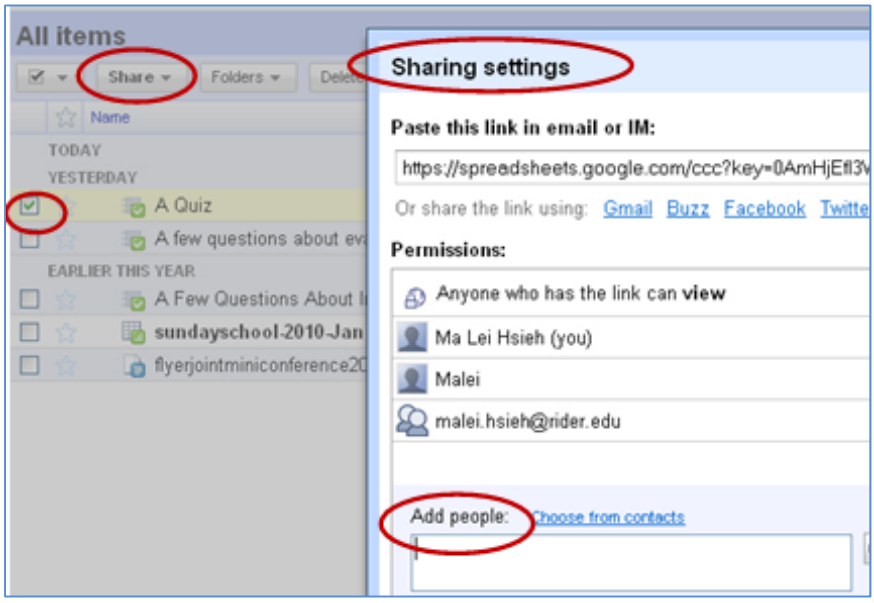

Fig. 2. Sharing the Form with Others

3. The survey data is saved in a spreadsheet at the *Google Docs*’ page. It is downloaded into the *MS Excel* spreadsheet for further calculation (see fig. 3).

C1 | 1. To find the critiques and commentaries on William Shakesp

	A	B	C	D	E
1	Timestamp	The course	1. To find the	2. Which is the	3. Truncation is a
2	1/26/2010 20:36:10	ENG-322	B. By keyword	A. Death penalty or	C. Yield more
3	1/26/2010 20:36:14	ENG322	A. By title	D. (Death penalty	E. I don't know
4	1/26/2010 20:36:15	ENG-321	E. Don't Know	E. I don't know	E. I don't know
5	1/26/2010 20:36:26	ENG322	C. By subject	C. (Death penalty	E. I don't know
6	1/26/2010 20:36:40	ENG322	A. By title	C. (Death penalty	B. Reduce the
7	1/26/2010 20:36:43	ENG-322	A. By title	C. (Death penalty	A. Limit the search
8	1/26/2010 20:36:55	ENG-322	B. By keyword	C. (Death penalty	E. I don't know
9	1/26/2010 20:36:58	ENG-322	A. By title	C. (Death penalty	A. Limit the search
10	1/26/2010 20:37:12	ENG322	C. By subject	C. (Death penalty	C. Yield more
11	1/26/2010 20:37:23	ENG 322	C. By subject	C. (Death penalty	C. Yield more
12	1/26/2010 20:37:34	eng-322	D. By author	E. I don't know	A. Limit the search
13	1/26/2010 20:37:37	ENG322	D. By author	A. Death penalty or	D. Save time in
14	1/26/2010 20:37:58	eng 322	D. By author	E. I don't know	E. I don't know
15	2/1/2010 14:55:42	ENT-410	A. By title	A. Death penalty or	E. I don't know
16	2/1/2010 14:56:02	ENT-410	D. By author	C. (Death penalty	C. Yield more
17	2/1/2010 14:56:03	ent410	A. By title	C. (Death penalty	B. Reduce the
18	2/1/2010 14:56:05	ENT-410	E. Don't Know	A. Death penalty or	B. Reduce the
19	2/1/2010 14:56:17	ent-410	A. By title	A. Death penalty or	E. I don't know
20	2/1/2010 14:56:42	ENT410	D. By author	C. (Death penalty	B. Reduce the

Fig. 3. Data stored in *MS Excel* Spreadsheet

4. To determine how many students from row 2 to row 20 chose “a” or “b” or “c” or “d” for an answer, use the *Excel* function below:

Table 2
MS Excel function using COUNTIF

Answer	Excel function	No. of students
A	=COUNTIF(c2:c20, “a*”)	7
B	=COUNTIF(c2:c20, “b*”)	2
C	=COUNTIF(c2:c20, “c*”)	5
D	=COUNTIF(c2:c20, “d*”)	5

5. What’s the percentage of students from row 2 to row 20 choosing each answer for Question 1? Fig. 4 below demonstrates the calculation. Click Cell B887 (students answered “a”) divided by Cell B885 (total number of students) and press the function key F4. This key will add $ symbol at the right places in the function to make B885 an absolute number. When scrolling down to repeat the function formula for answers “b”, “c”, and “d”, the divisor remains the same.

884	Column A	Colum B	
885	Total # of students	19	
886		Number of students	%
887	Answer a	7	=B887/B885
888	Answer b	2	
889	Answer c	5	
890	Answer d	5	

Fig. 4 Make the Divisor an Absolute Number Using F4 Function Key

Findings

Over 1100 students took the survey in fall 2009 (table 3, Survey 1) and 880 students in spring 2010 (table 3, Survey 2). All years including students in the graduate programs were represented, with more freshmen followed by juniors compared to other grade levels (table 3). The areas of study of participating students were mostly Business majors, followed by an students from Education and Social Science, and much fewer Humanities and Science majors (table 5). Survey participants were students who attended the research instruction sessions in the Moore Library. The random samples represent 20% and 17% of undergraduates, 39% and 22% of graduate students at the Lawrenceville campus for the two semesters respectively.

Table 3
Percentage/Number of Students by Grade Level

	Freshmen	Sophomore	Junior	Senior	Graduate	Other	**Percent/Number**
Survey 1	23% (259)	16% (184)	22% (247)	19% (214)	16% (177)	3% (36)	**100% (1117)**
Survey 2	35% 304	15% (128)	20% (175)	14% (126)	16% 138	1% (9)	**100% (880)**

Table 4
Average Correct Rate by Grade Level for the Two Surveys

	Freshmen	Sophomore	Junior	Senior	Graduate	**Average Correct**
Survey 1 Obj. 1	55%	59%	59%	59%	63%	**59%**
Survey 2 Obj. 2	29%	30%	28%	28%	30%	**29%**

Table 5
Participating Students by Areas of Study for Two Semesters

Disciplines	Survey 1 %	Survey 1 Number	Survey 2 %	Survey 2 Number
Humanities	6%	63	7%	60
Business	39%	432	42%	367
Education	21%	236	19%	165
Science	5%	52	4%	37
Social Sci.	21%	229	20%	174
Undecided	4%	44	3%	24
Other	5%	61	6%	53
Total	100%	1117	100%	880

Table 6
IL Questions for Survey 1

Q.	IL Objective 1: …Students will identify a variety of types and formats of potential sources of information.
1	Typically a library's online catalog contains: a. Information about books, videos, and other nonprint items in the library b. The complete text of the journal articles in the library c. Information about the college's courses d. Full-text books e. Don’t know
2	Which of the following would be the best tool to use to obtain journal articles for your topic “autistic

	children"? a. The library's online catalog b. A library's database/index c. An encyclopedia d. Google e. Don't know
3	You have gotten an assignment on "watersheds" which you know very little about. What's the first thing you should do to get started? a. Browse the library shelves for books on watersheds. b. Type "watersheds" in a web search engine for a complete list of references on the topic. c. Ask your friends if any of them know about your topic. d. Find out some basics on watersheds from an encyclopedia. e. Ask the professor if you can change topics.
4	Which of the following are characteristics of scholarly journals? a. Contain colorful, glossy pages and typically accept commercial advertising. b. Mainly for the general public to read. c. Report news events in a timely manner. d. Articles include detailed references. e. Don't know.
5	What is the easiest way to find out if the library has the 1998 issues of *Journal of Communication*? a. Search the library's periodical shelves. b. Search "Journal Holdings" on the library Web page. c. Search Google Scholar. d. Search NoodleBib. e. Don't know.

Table 7
Correct Answer by Question and by Grade Level, Survey 1

	Q1	Q2	Q3	Q4	Q5	**Average Correct**
Freshman	74%	59%	29%	67%	44%	**55%**
Sophomore	71%	72%	29%	76%	48%	**59%**
Junior	70%	65%	29%	82%	50%	**59%**
Senior	67%	63%	24%	84%	56%	**59%**
Graduate	68%	76%	21%	89%	59%	**63%**
Other	64%	67%	33%	81%	58%	**61%**
Average Correct	**70%**	**66%**	**27%**	**79%**	**51%**	**59%**

Survey 1 (table 6) was intended to test students' competence in identifying the variety of materials and in using appropriate tools to access them. Data from this survey revealed that students did well in differentiating scholarly journals from popular magazines but were weak in locating the library's full-text journals and using reference books to search background information (table 7). Freshmen knew the most about finding books using the online catalog but the least about using databases to find journal articles and about the tool to access full-text journals. Upperclassmen have a heightened ability to use journal databases and access full-text journal articles (table 7).

Answers to question five revealed that almost half of the surveyed students did not know to use the important Serial Solutions tool, "Journal Holdings," on the library home page, to locate full text journals. More seniors and graduate students know about this resource. The result may be attributed to their more advanced experience in using the application. On the other hand, out of a lack of experience, freshmen needed the most

help in using Journal Holdings to access full text journals. Only 27% of participants would use an encyclopedia for background information on an unfamiliar topic (question three). Most students (64%) chose a web search engine to do the task. This result may reflect a trend commonly observed by librarians that the millennial students prefer online sources over print and may not be aware of the reliable print reference sources such as encyclopedias.

Table 8
IL Questions for Survey 2

Q.	IL Objective II: The information literate student accesses needed information effectively … Students will illustrate search statements that incorporate appropriate keywords and synonyms, controlled vocabularies (when appropriate), Boolean operators, nesting of terms, and truncation… and determine the most appropriate resources for accessing needed information.
1	To find the critiques on William Shakespeare's play *Romeo and Juliet*, in the Online Catalog, I would do a search: a. By title b. By keyword c. By subject d. By author e. Don't know
2	Which is the correct search strategy to combine terms with the operators (AND, OR)? Death penalty or capital punishment and women Death penalty or (capital punishment and women) (Death penalty or capital punishment) and women (Death penalty and women) or capital punishment" I don't know
3	*Truncation* is a library computer-searching term meaning that the last letter or letters of a word are substituted with a symbol, such as "*" or "$". A good reason you might truncate a search term such as child* is that truncation will a. limit the search to descriptor or subject fields b. reduce the number of irrelevant citations c. yield more citations d. save time in typing a long word e. I don't know
4	In order to find more documents on my topic I can include synonyms in my search statement. To connect those synonyms in my statement, I use: a. AND b. + c. NOT d. OR e. I don't know
5	Choose the best place to find a reliable and detailed history of television in the US for a research paper. a. Book b. Website c. Magazine/newspaper d. Scholarly Journal e. I don't know

Table 9
Correct Answer by Question and by Grade Level, Survey 2

Year	Q1	Q2	Q3	Q4	Q5	Average
Freshman	16%	45%	24%	27%	31%	**29%**
Sophomore	10%	46%	38%	31%	27%	**30%**
Junior	16%	39%	30%	33%	21%	**28%**
Senior	12%	46%	34%	23%	23%	**28%**
Graduate	13%	37%	46%	35%	19%	**30%**
Other	11%	22%	44%	22%	11%	**22%**
Average Correct	**14%**	**43%**	**32%**	**29%**	**25%**	**29%**

After seeing the results of Survey 1, the Moore librarians thought that students have ample room for improvement on the first IL objective. However, in comparison, Survey 2 proved much more challenging, with 29% correct rate compared to 59% in Survey 1 (table 4). In general, these questions involved searching strategies with using truncation and Boolean connectors (table 9). They are particularly weak in using subject search in the catalog (Q1), using books as a proper source (Q5), and in using the Boolean connector "OR" to connect synonyms (Q4). In addition, only a third of students knew the purpose of using truncation in a search (table 9, Q3).

Concerning searching by subject in the catalog, Rider students are not alone in having this problem. Byerly, Downey, and Ramin found that only 1.6% of students were able to perform a subject search to find books on the author Robert Frost in the catalog (596). Question five (table 9) revealed again that the majority of students are unaware of using books as a reliable source to find detailed history on a subject. It is interesting to note that significantly more freshmen chose to use books in this situation than students in other grade levels. The responses to this question somewhat echoed the results in Survey 1 on the use of the catalog and an encyclopedia (table 7, Q3). It is obvious that many students, especially upper classmen, do not recognize the value of books, know when to use them, and how to search the catalog effectively.

Table 10
Frequency of Research Instruction sessions by percentage of students with correct answers (Survey 2)

	Q1	Q2	Q3	Q4	Q5	Average
0 time	14%	40%	24%	29%	31%	**28%**
1-2 times	14%	45%	35%	28%	22%	**29%**
3-4 times	9%	44%	41%	30%	20%	**29%**
>5	12%	43%	48%	36%	17%	**31%**
Average	**14%**	**43%**	**37%**	**31%**	**23%**	**29%**

It is no surprise that in Survey 2, more freshmen (62%) never had a research instruction session before, followed by graduate students (42%). One in five participating seniors and sophomores had never had a research instruction session. And more seniors (10%) than other grade levels had taken more than 5 research instruction sessions. Answers to this question are from students' memory and therefore can only give us a rough estimate; the precision is thus unknown. The survey shows that the frequency of the research instruction sessions students had before had a positive correlation with the use of truncation (table 10, Q3) but had negative relationship with the use of books (table 10, Q5). The librarians cannot say definitely that research instruction sessions had affected the results because there may be other factors involved impacting on these observations. On the whole, the difference in the correct rates between those who had various levels of prior research instruction sessions is not statistically significant.

In conclusion, both surveys indicate that even though the majority of students at the Lawrenceville campus of Rider University know the purposes of the library's catalog and journal databases, they may have difficulty using these resources.

Practical Implications

Data in *Google Docs* can be shared among participating members, making this a valuable tool. Librarians can extract statistics for specific subject areas or specific classes that can be shared with faculty. Librarians can collaborate with faculty to reinforce weak IL skills in their classrooms. They can also work with faculty in developing assignments that help students improve their IL competencies.

It should be emphasized that the online survey tool does not measure the effectiveness of instruction but only generates a benchmark to see what students' information literacy skills are at that point in time. Gaps and strengths of information literacy skills may be discerned and this can help librarians develop student-centered research instruction sessions to focus on areas with which students need the most help. For example, learning that most students need help with establishing search strategies and locating full-text journals, librarians can emphasize these skills in traditional information literacy session. In addition, they can develop online tutorials to assist students at point of need.

Most importantly, the assessment provides a reference point on students' levels of proficiency for specific IL objectives. With this information, when librarians and teaching faculty conduct assessments on IL instruction in the future, they can set realistic targets for students to achieve. One caveat to keep in mind: the results of the data are relative only and cannot be used as only one tool for assessing student learning (Middaugh). One paper addresses this problem about defining "acceptable" scores for any type of assessment, and notes "…benchmarks or lens can give us a view of the object—student learning—the view through each lens is somewhat incomplete, because each looks at the object from only one angle and is somewhat distorted because no one assessment tool or strategy is completely accurate" (qtd. in Suskie 12). A variety of assessment tools need to be used such as rubrics to score aspects of students' projects and papers. This requires very close collaboration and cooperation between the instruction librarians and subject faculty.

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Making Significant Cuts to an Approval Plan without Drawing Any Blood

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Abstract

The University of Kansas Libraries had not been through a major approval plan review in many years, but with a fiscal deficit looming, it became apparent that cuts would need to be made. Armed with circulation statistics, retrospective titles lists, and spreadsheets that showed what aspects were covered by the approval plan, subject librarians were called to meet together in small groups, based on interdisciplinary interests. With assistance from our YBP approval plan representative, subject librarians tweaked the profile to meet the needs of individual subject areas, while cutting the approval plan by more than 25%. During this review, another idea was formed to offer a "purchase on demand" service. YBP staff members were excited to work with us to set up a profile for this new service. A few subject areas were chosen and monograph records from YBP were loaded into the libraries' catalog based on price and publisher. Library users are given the choice of rush ordering a book by filling out a form attached to the catalog record. A special thanks must be given to the University of Vermont, who were willing to share their experience with a similar service at their libraries. Our representative from YBP has continued to be very flexible about making small changes to the approval plan that have added up to additional savings and made the "purchase on demand" service a success. In this session, participants will learn about a systematic method for reviewing approval plans and creating a "purchase on demand" service for their own libraries. Workflow issues associated with the "purchase on demand" service will also be discussed.

Introduction

The University of Kansas (KU) Libraries has utilized approval plans since they were first initiated, signing on with Richard Abel in the early 1970's. New vendors later established separate approval plans for trade, university, and British presses. In 1989, KU Libraries moved these separate accounts to YBP (then known as Yankee Book Peddlar) and, over time, a large and complex approval plan was developed. KU increased their reliance on the approval plan by moving to shelf-ready (pre-marked) receipts in 2002, which means that most of the monographs received on approval can no longer be returned. Although the YBP approval plan has been continuously adjusted, a systematic review of the entire plan had not been done in many years. In 2008, with a fiscal deficit for collections spending looming, it became apparent that cuts would need to be made to the approval plan budget. As preparations for this budget review were taking place, a new "purchase on demand" model emerged in library literature that piqued the interest of librarians at KU. The vendor representative at YBP was extremely helpful and excited to help KU develop a review of the approval plan and institute a "purchase on demand" service through the online catalog.

Literature Review

Jacoby reported on a survey of college libraries in the United States that examined the current status of approval plan use. The author also conducted interviews with three approval plan vendors. Approval plans are not utilized as frequently at smaller academic libraries (39% surveyed participate in approval plans) as they are with ARL libraries (with 93% participation). The vendors described the book market as stagnant since libraries have fewer funds to buy books, but their responses about the status of approval plan use was more optimistic. As the focus of academic libraries has turned to acquiring more e-resources, librarians have little time to scour publisher's catalogs, Web sites, and other announcements for print resources. There is also increasing demand for consortial support and shelf ready books (231-233).

Alan, Chrzastowski, German, and Wiley examined the use of domestic monograph titles received on approval at University of Illinois-Urbana Champaign and Penn State University for FY05. The authors studied the circulation data for these approval receipts to determine use patterns by publisher and subject. Additionally, overlap between approval plans at both universities was examined. Circulation statistics were collected for approval books from the time of receipt in FY05 through 2007. The primary goal of this study was to determine which approval plan maintenance routines could be recommended to ensure that books being acquired met users' research and teaching needs. The results of this study clearly point to the need for regular assessment of the approval plan profiles and necessary adjustments based on user needs and fiscal constraints (67-75).

In recent years, librarians have experimented with patron-driven or purchase-on-demand models of purchasing monographs. Brug and MacWalters describe Colorado State Univerity's patron-driven purchasing program. When interlibrary loan staff receive a patron request to borrow a book that is not owned by the libraries, the title is purchased by acquisitions staff rather than being borrowed from another library. The following criteria must be met before the book is purchased: the book must be scholarly in nature, published within the last five years, in English, quickly available from a vendor, and priced under $200. The authors analyzed circulation statistics and found that the purchase-on-demand books had good circulation rates (36-37). Chadwell describes do-it-yourself services that libraries have recently instituted including purchase-on-demand. Traditionalists are concerned that collections will develop unevenly and not meet overall research needs, but some collections managers consider this service to be an innovative component to traditional collection development (71-73). Since librarians cannot always predict what books will actually get used, Spitzform and Sennyey propose a purchase-on-demand model, whereby libraries will provide records in their online catalogs of books that they do not yet own. Some of the challenges inherent in "advertising" books in a library catalog that are not yet owned include getting the books to the patrons quickly, cost, and finding publishers willing to participate (187-189).

Approval Plan Review

For the past few years, YBP has provided KU with an annual retrospective list of titles purchased on approval over the course of the previous year. With this information, the Head of Acquisitions developed reports for the approval plan review for individual subject areas with information about receipts in specific call number ranges. She determined the amount of funds spent on specific call number ranges. Other costs were documented for attributes of the profile and the number of titles received in those categories. Those included were format (textbook-undergrad, textbook-grad, conference monograph, conference monograph 2+, collected works, revised dissertation, etc.), level (Advanced, General, Professional, etc), select category (research-recommended, basic-recommended, specialized, supplementary, etc), and reference type (atlas, encyclopedia, dictionary, language, etc.). Net and average cost per title was also documented. Included in these tables were listings of publishers who provided the largest numbers of titles at the highest costs, whether or not they were on the YBP core publishers list, number of titles purchased, total cost per publisher, and average cost per title. (see Table 1) These reports were sent to subject librarians to review before scheduled meetings with the YBP representative. In some instances, subject librarians requested retrospective titles lists to review the monographs that had been purchased under these categories.

Table 1
Retrospective Purchases from Previous Year

GEOGRAPHY

LC Subclass	# Titles	Net Cost	Avg
G	66	$4,635.05	$70.23
GA	4	$181.75	$45.44
GB	6	$400.12	$66.69
GE	34	$2,181.26	$64.15
GF	17	$632.05	$37.18
	127	$8,030.23	$63.23

Level	# Titles	Net Cost	Avg
ADV-AC	92	$6,478.75	$70.42
GEN-AC	33	$1,486.64	$45.05
PROF	2	$64.84	$32.42

Select Category	# Titles	Net Cost	Avg
Research Recommended	88	$6,224.46	$70.73
Basic Recommended	29	$1,361.67	$46.95
Specialized	4	$249.30	$62.33
Research Essential	2	$73.89	$36.95
Basic Essential	2	$46.70	$23.35

Format	# Titles	Net Cost	Avg
	63	$3,555.44	$56.44
Collection/New	40	$3,336.11	$83.40
Conference Monograph 2+	5	$303.52	$60.70
Biography/Autobiography	5	$149.91	$29.98
Revised dissertation	4	$154.87	$38.72
Personal Narrative	3	$89.71	$29.90
Textbook--grad.	2	$159.49	$79.75
Conference Monograph	2	$98.40	$49.20
Diary	1	$28.66	$28.66
Conference Proceeding 2+	1	$122.96	$122.96
Conference Proceeding	1	$31.16	$31.16

Reference Type	# Titles	Net Cost	Avg
	121	$7,369.17	$60.90
Atlas	4	$320.76	$80.19
Encyclopedia	1	$159.90	$159.90
Dictionary/Multi-Language	1	$180.40	$180.40

The YBP approval plan review took place over a period of six months. The acquisitions and collection development librarians first experimented with reviewing the profiles for education and psychology. They met with librarians in those subject areas to review the attributes of the monographs that came in on approval.

During this meeting, librarians identified certain attributes of the current approval plan that they no longer wanted to come in on approval. Some of those attributes included textbooks, conference monographs 2 years old or more, professional, and supplementary monographs. The subject librarians also lowered the price limits for automatic receipt of a monograph. Some of the more expensive publishers were set to slips for review and some of the attributes that had been reviewed on slips were completely turned off in the YBP profile. This experimental review with the two subject areas went so smoothly and took so little time that it was decided a systematic review of all subjects would be manageable.

KU invited the YBP representative for brief campus visits over the course of the review to meet with small groups of librarians. The small groups were divided by broad subject areas, including the social sciences, science/technology, humanities, and international area studies. With the knowledge that many subjects are interdisciplinary and cutting some of the attributes in one subject area could have significant negative effects on other subject areas, group consultations seemed to be the most effective process for counteracting any problems that might arise later. In some instances, subject librarians asked for circulation data as a basis for their decisions. While reviewing the profiles, librarians were also able to query the retrospective titles list to bring up titles that had been received in specific subject areas to review during these meetings. In many cases, there were titles on the list that librarians would not have ordered by slip, much less allowed to come in on approval. By and large, the subject librarians worked well together to critically assess the collections that arrived on approval. As a rule, the librarians tended to make conservative judgments and did not cut a large number of profile attributes in their individual subject areas.

Librarians at KU learned that some subject areas were not well-enough defined to be included in the review. International area studies librarians collect monographs in many subject areas, therefore cutting the approval plan based on language was not possible. (Most of the international area studies programs have their own approval plans.) Classical studies are another subject area that was not conducive to approval plan review. Maps were yet another area of collecting that could not be included in the review. However, librarians in these subject areas were still included in the review process because cutting attributes in various subject areas could have an effect on their collections. While monitoring approvals that arrived as part of the new profile, librarians found it necessary to make minor changes after the initial review was completed. Historical aspects, an attribute seen in most subject areas that allows monographs written on historical subjects to arrive on approval, were accidentally turned off and had to be turned back on. Librarians also noticed that some textbooks were trickling in, so new rules had to be added to the profile to stop those from coming in automatically. It is likely that more changes will need to be made in the future.

Purchase on Demand

While reviewing the literature on approval plans, librarians at KU became aware of the University of Vermont Libraries' move to a purchase-on-demand service. Since Vermont also uses YBP, KU approached their YBP vendor representative to determine if this service was feasible for KU. With a few suggested changes to the way KU downloads MARC records into the online catalog, the YBP representative was willing to help KU institute this service. The librarians and information technology staff at the University of Vermont shared their experiences and computer programming methods with KU. Once the programming was in place and records could be loaded into Voyager, KU librarians reviewed the approval plan once more.

The initial approval plan profile change to purchase-on-demand focused on a few subject areas: business, education, political science and engineering, with the sciences soon participating. In most cases, subject librarians choose to move monographs to purchase-on-demand from publishers with the most expensive titles and highest publishing rates. Prior to the initial approval plan review, KU had experienced a problem with one publisher in engineering. Due to the number of monographs that were received in a short period of time, KU had to exclude this publisher from the approval plan, forcing the subject librarian in engineering to order selected monographs from this publisher from slips. Purchase-on-demand seemed like a good alternative to this problem.

After workflow issues were addressed and a funding structure was put into place, records for monographs that would previously have come in on approval and monographs for which we received slips were loaded into Voyager. Purchase-on-demand became fully operational in January 2010. Each purchase-on-demand catalog record has a location, “Ask the KU Libraries to buy this book” and a status of “item details not available.” The initial intent was for each of the catalog records to have call numbers, but librarians feared that users would try to find the book in the stacks if they overlooked the location message. The user must click on the “Get at KU” icon to arrive at a form that is pre-populated with the user’s name, phone number, and email address. The form also lets the user choose if they want to get the book within five business days (rush ordered), within two weeks (the normal time it takes to order, receive, and catalog a book), or if they are in no rush, but want to be notified when the book arrives or do not care to be notified when the book arrives. (see figs. 1 - 2)

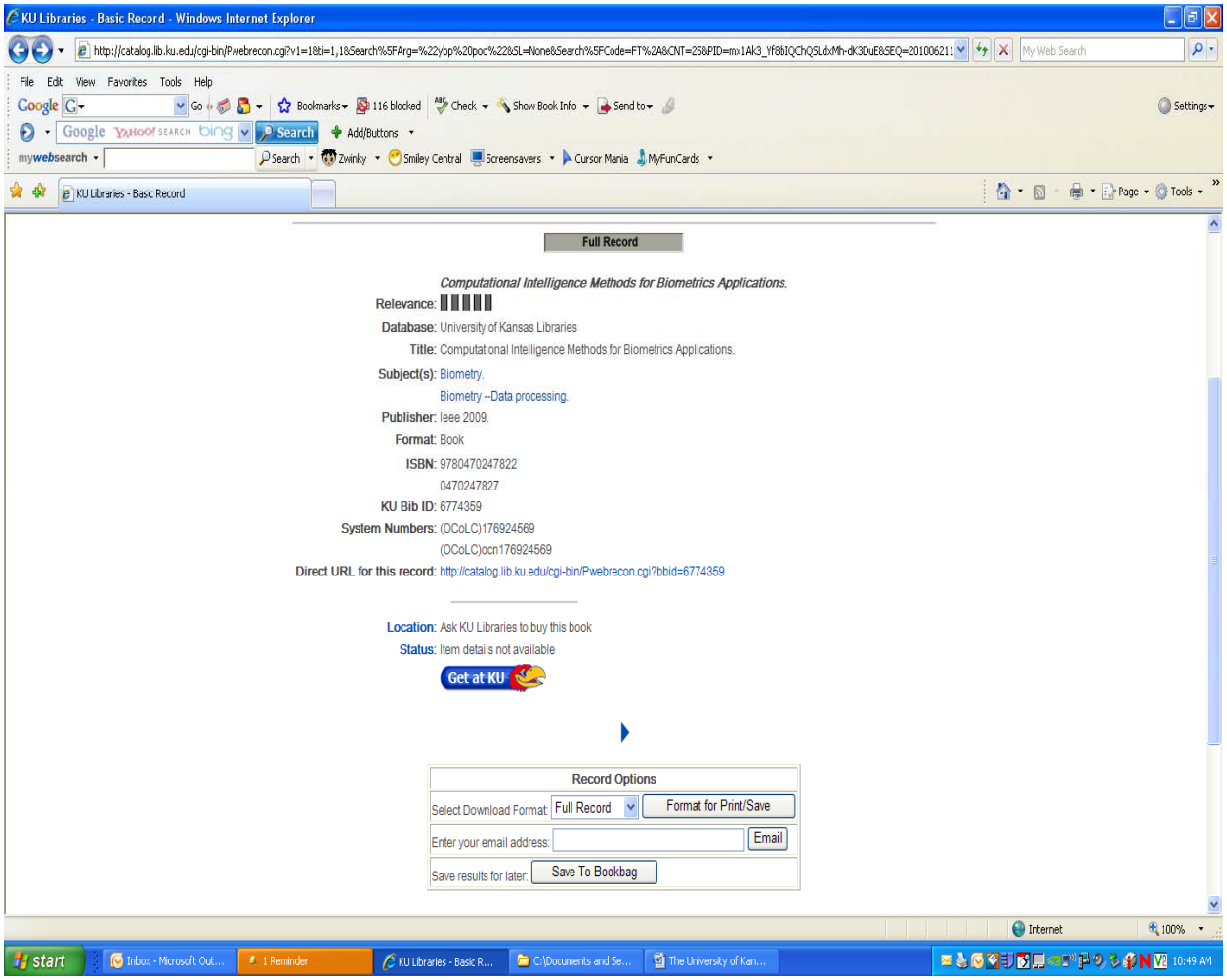

Fig. 1. Purchase On Demand Catalog Record

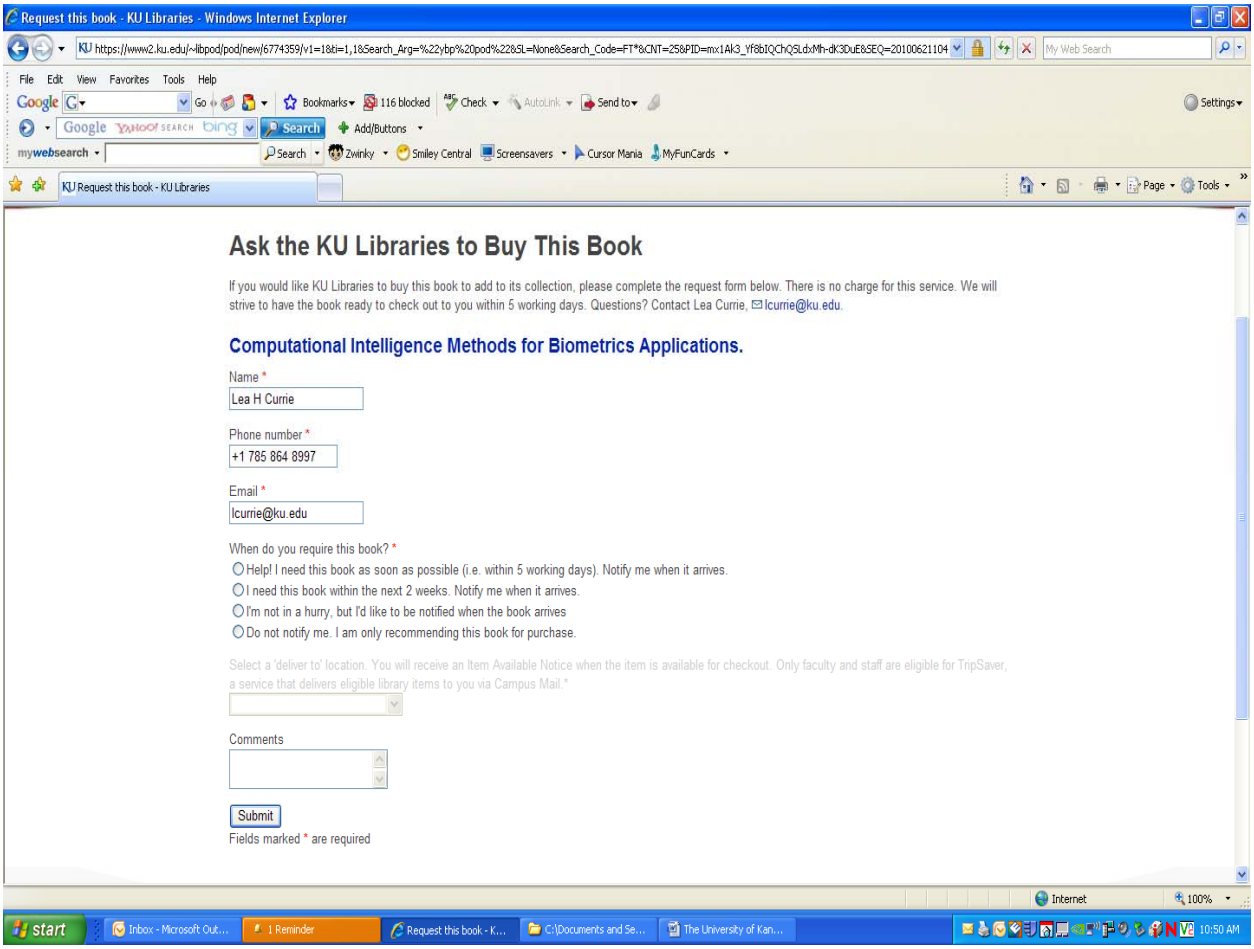

Fig. 2. Purchase On Demand Request Form

In most cases, a rush ordered book arrives and is ready for the user within three days. The user is notified as soon as the book arrives. Cataloging staff must change the location and status of the book, but, in order to get the book into the user's hands as quickly as possible, the record is not changed until the user has checked out the book and returned it to the library. YBP records that meet purchase-on-demand criteria are loaded on a weekly basis and the number of purchase-on-demand records is growing gradually. After a record has been in the catalog for a year without being requested, the record will be removed from the catalog and the subject librarian can review these titles to decide if they should be ordered. The decision to remove the records after a year was made because librarians at KU wanted to ensure that the titles would still be available for selection and not out of print.

Conclusion

Initially, it was difficult to assess the amount of savings that had occurred as a result of the approval plan review. After a year, acquisitions staff members were able to compare the costs of the FY09 approval plan to the FY08 approval plan. It was determined that KU had cut the approval plan budget by more than 25%. Due to the nature of the changes to the profile, subject librarians have not seen a significant reduction in important titles. In fact, many of the changes have kept textbooks, popular literature, and other non-research related titles from coming in on approval, which has not dramatically impaired KU's ability to collect monographs of the highest quality, while certainly saving dollars and impacting the budget positively.

During the first six months of the purchase-on-demand service, KU had loaded records for 1026 titles. Of those titles, only 30 books were ordered by users. Subject librarians monitor the records and occasionally order monographs that were loaded into the catalog as purchase-on-demand; for titles they identify this way

they use using the regular ordering methods through YBP's automated system. For statistical purposes, we want to differentiate between patron-driven purchases and librarians' selections. After a full year of purchase-on-demand, KU will reassess the service to determine if it should continue or if any modifications are needed.

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To Inventory or Not: Findings from Inventory Projects Performed in Two Different Types of Academic Libraries

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Abstract

Few libraries are brave enough to claim that they do not need inventory control over their print collections. However, it is long overdue in many academic libraries. The presenters will explore with the audience what prevents libraries from embarking upon an inventory project, or challenges associated with it. The findings from inventory projects performed in two different types of academic libraries, one research library and one medium-size university library, are noted.

Eastern Illinois University developed an electronic inventory/shelf-reading program that utilizes a laptop loaded with the program and the electronic shelf-list, and a barcode scanner attached to the laptop. As book barcodes are scanned, they are compared to the shelf-list for a predefined call number range to determine the correct position based on call number sorting rules. If the item has a status of anything other than "not charged," the system notifies the operator. Notification takes the form of color changes on the computer screen and computer-generated sounds. This instant notification of problems, while staff is still in the stacks, saves time and energy. It also helps staff identify items with inaccurate spine labels. At the end of each session, the system generates a list of items which are supposed to be on shelf but are not. All items with an active status were set aside for examination at a later time by professional staff. The system also notifies staff for those items not found within the shelf-list. In this case, the item may be outside the defined call number range or location, or have a broken or no link to a bibliographic record. At the end of each session, the system generates a list of items with the status "not charged" which were not scanned simply because they were not on shelf. This list may include items without barcodes, so that they cannot be scanned even though they are on shelf.

There are many advantages to the system. The interaction between the computer and staff makes it more interesting (or less boring) than the traditional shelf reading or comparing spine call numbers to those printed on paper. Perhaps most important is the increase in accuracy of the bibliographic records and the increased accessibility of the materials on shelf.

Each library has its own challenges, which may hinder many libraries from considering inventory control especially in times of financial difficulties: the sheer number of books can be overwhelming; what will you do when 20% of your books are without barcodes?; when books are on shelf but not in the system, who will decide to keep/catalog them or simply discard them?; if your inventory project results in other librarians' significant involvement, how would you collaborate with them when this can be perceived as extra work? Finally, we need to think very carefully if an inventory is necessary when we are facing the impending reality of a massive withdrawal of books from our stacks. Please come and share your experiences with us.

Thursdays at the Library - or "Be Careful What You Wish for!"

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Abstract

Loras College Library started an event that we call "Thursdays at the Library" five years ago (Fall 2005) to draw people into the building. "Thursdays" is part of an active marketing program at the Loras College Library that includes Homecoming events, Finals Week events, National Library Week, READ posters, new and transfer student orientation, faculty newsletter, campus newspaper articles, bathroom ads, and a library blog. While mention will be made of all of these events, the primary focus will be on how our "Thursdays" event grew from serving 30 cups of coffee each week to now serving over 400 cups of beverages including coffee, hot chocolate, apple cider, and tea each week. We've used things like new books, popular reading materials, entertainment DVDs, free magazines, cold drinks, and food to help add to the draw. We've also surveyed people, gone green, and have punch cards. What's worked, what hasn't worked, and ideas for the future will be shared.

Say This, Not That: Library Instruction for International Students in Intensive English Programs

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Abstract

International students in colleges and universities nationwide are often overwhelmed from being immersed in a new culture. They not only struggle with new societal challenges, but find their place in academic surroundings strikingly different from that of their home environments. Add to this mélange the stress of not speaking well the language of their new academic institution and the potential for academic success may waver. This scenario is not at all unlikely for the international students who are attending an intensive English program and hope to learn English well enough to succeed academically in an American college or university. As librarians, teaching this unique group of students can be challenging for both instructor and student. Avoiding library jargon is often easier said than done. And even if it is avoided, does the chosen vocabulary make sense to students who are still in the process of learning English? The language barrier may be an obstacle, but it is one that can be overcome so that the students will gain sufficient knowledge about the methods of successfully navigating academic libraries.

Introduction

Acquiring a new language is no doubt a difficult task. But that is exactly the task of non-English speaking international students attending colleges and universities in the United States. With an ever-increasing number of students arriving from other countries to attend American universities, there will continue to be a need to provide unique services for them. According to the latest published Open Doors report (2009) from the Institute of International Education, there were 671,616 international students enrolled in U.S. institutions in the 2008-2009 academic year. This is nearly an 8% increase from the previous year. Of these students, just over 200,000 of them are new students enrolled for the first time. A subset of this group of students is of primary importance in this paper. They are the ones who potentially experience the most difficulty as they assimilate into academic life in the United States carrying cultural and language barriers that have the potential to impede their academic success. The aforementioned subgroup encompasses the 28,524 international students who were enrolled in intensive English programs at colleges and universities throughout the country. It is this particular group of students who are the primary subject of this paper. Library instruction to these students needs special attention for many reasons, most of which center around language comprehension and the librarian's role in making it easier for intensive English students to learn all that they can before delving into a full-fledged academic world.

Review of Literature

There has been a substantial body of literature published in the past 20 years pertaining to international students and their use of college and university libraries in the United States. Most of the literature outlines the barriers affecting these students' use of libraries and makes suggestions for bettering the library experiences through specialized reference service and library instruction for sessions. Of the possible barriers encountered by international students, cultural and language differences are the most prolifically discussed in the literature. Jiao and Onwuegbuzie state that these cultural and language barriers lead to the library anxiety often experienced by international students (17-18). Macdonald and Sarkodie-Mensah stress the notion that, historically, libraries have not been involved in the cultural adjustment of international students. This could be because these students typically think of libraries as a lesser important or incidental part of their academic education (Onwuegbuzie and Jiao 259) due to their previous experiences with libraries as simply being places to study and not for conducting research. Overcoming this preconceived notion of the general lack of purpose of libraries will be the duty of librarians in collaboration with faculty as international students are introduced to the benefits and necessity of the library and its services.

In relation to language difficulties, many suggest that librarians speak slowly and fully articulate concepts to facilitate comprehension. Conteh-Morgan, however, argues that using a normal rate of speech is more realistic and comparable to "real world communication" (194). She further suggests that one should use longer pauses between groups of words so that students can process entire meanings and not spend time making sense of individual terms (194). No matter how the session is conducted, most authors of the literature adamantly stress that librarians should avoid jargon, slang and idioms at all costs (Liu 241, Amsberry 355, Bordonaro 240). Most of these expressions are based on American culture with which international ESL students are not yet familiar, so they are not likely to understand them. Though it may be easier to avoid slang and idiomatic expressions, library jargon is another issue in itself. It is no easy task to circumvent the library terms and acronyms librarians have learned and become accustomed to using, often excessively. But these terms are time and again not understood by many of the students attending library instruction sessions no matter their cultural background or citizenship. Norman B. Hutcherson administered a series of surveys to first and second-year university students and found that most did not know what terms such as Boolean logic, bibliography, truncation and controlled vocabulary meant (352). If this is the case with the general student body, imagine the complete lack of understanding for students in intensive English programs. To exacerbate the problem, Howze and Moore state that when librarians use this terminology, many international students say they understand in order to save face when in all actuality they are more confused than ever before (63) and they walk away not knowing any more than when they began, which leaves the librarian clueless about their lack of understanding.

The purpose of this paper is to support the ideas already presented in previous literature but with an emphasis on the smaller and more specialized group of intensive English students. Library instruction to students who are still learning English takes special effort and planning so that they obtain skills that will benefit them as they continue their academic studies.

Background and Discussion

The faculty of the Language and Culture Center (LCC), which houses the intensive English program at the University of Houston, regularly bring their students to the library to become familiar with the setting and learn the basics of using the library and its services. Depending on the language acquisition and proficiency level (designated as Levels 1 – 6) of the students, the sessions typically include a tour, instruction on locating materials, tips for developing research strategies, and/or information literacy instruction. Level 1 students are usually not brought to the library as their English is at a very minimal level and not sufficient for understanding a library instruction session. Levels 2, 3, and 4 students visit the library for a tour and then learn how to search for and check out English readers. In the past, the LCC has housed in its department a small collection of English readers for the students' use to aid them in improving their reading knowledge. Though convenient for the students, this allowed student to remain within the "safe" walls of the LCC environment and did not require them to venture out and explore the rest of the university setting. In the fall 2009 semester, the LCC purchased additional readers and subsequently donated them to the library so that their students would be required to visit the library to learn how to locate and check out these readers. The English proficiency of levels 2, 3 and 4 students is sufficient and they typically understand general terms and ideas. Thus, this has lead to more interaction with library staff as the students seek assistance in checking out readers. It's yet another avenue in overcoming barriers in their acquisition of English. When students reach levels 5 and 6, they are given research assignments by their instructors and must write papers and make presentations. They receive library instruction on information literacy and research skills. Their level of English is adequate and they have more thorough instruction sessions that include developing keywords, evaluating information and searching databases.

Library instruction for intensive English students provides a predominant benefit of helping librarians tailor their instruction sessions to the English proficiency level of the students. The vocabulary used for the lower level students will no doubt be more basic than that of the upper level students whose English proficiency is much closer to a near native level. But no matter the level, librarians must still remain cautious of the language they use. Getting bogged down in "library speak" and jargon hinders the success of the students to

understand and retain the content presented. Keeping this mind, librarians must develop outcomes relevant to the level of the students and collaborate with faculty to ensure success. The English instructors truly know the language skills of their students and provide vital information about the skill level of their students. Once this has been determined, librarians can adapt the session to the level utilizing the appropriate vocabulary.

Ask any librarian what is the most difficult task encountered when teaching international students, and the answer will likely be the language barrier. But there are several methods that one can use to make the content more easily understood. As recommended in the literature, avoiding jargon is the predominant task. First and foremost, as suggested by Greta Boers, "watch what you say and how you say it" (94). Many American students do not understand use of library jargon, so international students who are still acquiring English will no doubt struggle to comprehend the meaning of library jargon as well. Describing library terms in other ways using basic English will increase students' understanding. For example, describing the catalog as an online group of all the things in the library may sound rudimentary and vague, but it is more easily understood than merely using the word "catalog" itself. All in all, saying one thing as opposed to another can make a significant difference in the comprehension of content presented in library instruction.

Another beneficial suggestion is the use of code switching, or the "adjustment of language to accommodate the needs of the listener" (Macdonald and Sarkodie-Mensah 428). But in order for code switching to work, the librarian must be knowledgeable of the same terms in other languages.

The use of analogies to get across connotations of library terms and concepts is another useful method. The rephrasing of words or concepts by using analogies and synonyms will very likely increase comprehension as well as English vocabulary. For example, one might refer to a call number as the "address" of a book and students will associate that address with a specific location in order to find the item. This has worked very well with LCC students in their learning of Library of Congress classification and the organization of the Anderson Library at the University of Houston.

In addition to determining which words to use, librarians must also keep in mind how they use the words and how they speak to ESL students. One should make an effort to articulate clearly and speak slowly to facilitate comprehension. However, librarians don't want to be condescending or speak to the students as if they are children.

Additionally, repetition is fundamental in language acquisition. Thus, using the same technique in library instruction along with hands-on activities will aid the students in retaining the ideas presented to them. Lastly, giving the students handouts of glossaries of library terms or even multilingual translations of library terms will supplement their learning. Having such a resource available to them will relieve much of the anxiety that they are apt to experience simply because their level of listening comprehension may not be sufficient enough to thoroughly retain the content presented to them in library instruction sessions.

Conclusion

As academic librarians are sure to encounter international students during library instruction sessions, we must be mindful of ESL students and the potential barriers that hinder their retention of content. Taking these barriers into consideration when preparing learning objectives and lesson plans, librarians can develop successful instruction sessions. The benefit of knowing the exact level of English proficiency the students have when they arrive for an instruction session makes planning the session much more feasible.

From the students' perspectives, being exposed to library instruction before they are fully admitted to the university sets them apart from those international students who are admitted based on their passing TOEFL scores. But though they have scored well enough on the English proficiency exam, many of them still struggle with English and are often at a lost if they happen to have a library instruction session held for their respective academic subjects. These students are often hidden among the larger number of domestic students and do not fully comprehend all that is presented to them in terms of library research and this puts them at a disadvantage. Conteh-Morgan states that students enrolled in intensive English or ESL programs are not generally regarded as full-fledged students until they graduate from the programs and become officially enrolled in the university

(30). But how beneficial would it be to teach these students while they acquire English so that when they do begin their academic studies, they are ahead of the game? Delivering concepts and introducing resources and research skills without jargon- laced vocabulary during library instruction sessions will nurture academic success in ESL students, breaking down those cultural and language barriers with which they arrive at institutions of higher learning in the United States.

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There Are No Limits to Learning! Academic and High School Libraries Collaborate to Teach Information Literacy to High School Seniors

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Abstract

Effective collaboration can enhance the development of high school students' information literacy skills and contribute to academic success. Troy University's (Montgomery, Alabama, campus) Rosa Parks Library and the Montgomery Public Schools' Robert E. Lee High School Library partnered with a common goal: To teach library information literacy and research skills to high school seniors - soon to be incoming college freshmen. By improving information literacy and research skills, students benefit in their educational environments and in their level of preparedness for entry into the University academic arena. Through collaboration, academic librarians and school media specialists developed specialized training profiles for high school seniors that were tailored to meet individual teacher requirements. The collaborative instruction began in September 2009 and currently, thirteen sessions have been presented to more than 280 students, including students in advanced placement classes. This joint effort is expected to continue to grow in scope and coverage, as additional requests for training are received. Pros and cons of developing unique instruction profiles and varying participation levels will be highlighted. An overview of the successes, as well as the difficulties encountered during the collaboration will be described in this session and will serve as encouragement for other librarians to initiate joint programs.

Introduction

Collaborate, collaborate, and collaborate! Like many in the field of librarianship, it is likely that you have heard about this increasingly common term. The use of the "collaboration" phrase seems to be everywhere. We find the word used repeatedly in our professional literature, at meetings, and in conversations among our colleagues. Undoubtedly, it is rapidly becoming a cornerstone in today's constantly changing information-driven environment. It is also the basis of this effort to teach college level library information literacy and research skills to high school seniors.

Robert E. Lee High School is a public school with a population of approximately 1,500 students in grades 10-12. Over 75% of the students qualify for free or reduced lunch. It is a Title I School that in the past five years had failed to pass the "No Child Left Behind" Annual Yearly Progress (AYP) requirement. As a consequence of not making the AYP, the Lee High School had remained under the supervision of the Alabama State Department of Education and instruction was limited to materials covered on the Alabama High School Graduation Exam. Unfortunately, this restriction also severely limited information literacy instruction.

The Troy University Montgomery Campus Rosa Parks Library is a medium-sized academic library that provides information seekers orientation and training in navigating the library's electronic resources. Like many other libraries, Troy University campus libraries conduct general and curriculum specific bibliographic instruction that accommodates both student and faculty requirements. As an example of past success, the library's bibliographic information training sessions have been well-received and lauded by the University faculty. In addition, the campus librarians perform subject liaison duties to their assigned schools within the University. The library's goals are simple. Always serve the patrons and promote increased usage of the library resources. Serving the students is the embodiment of our mission.

According to Boff and Johnson, "…librarians are attempting to move beyond the traditional one-shot bibliographic instruction sessions and toward a more comprehensive, course-integrated approach for library instruction" (277). Even so, traditional models of teaching bibliographic instruction are still prevalent in many modern academic libraries. Some of these well-known methods of instruction have also been adopted in the Troy University Montgomery campus library. Typically, the Troy University Rosa Parks Library's bibliographic instruction sessions are customary responses to identified needs. They are designed to support course-related orientation and research requirements. As such, scheduled library bibliographic sessions play an important role in the determination of how the library's limited assets are used. Implementing changes can be difficult and involve extended coordination.

Review of Literature

There are a world of reasons to collaborate and just as many reasons to promote information literacy. The variety of information about these topics, literally, has filled volumes. In particular, the Grassian and Kaplowitz standout reference, *Information Literacy Instruction: Theory and Practice*, was extremely useful to this author. It is comprehensive in nature and a solid source for all who teach information literacy. Included in that same discussion, Ragains *Information Literacy Instruction That Works: A Guide to Teaching by Discipline and Student Population*, and the Jacobson and Mackey *Information Literacy Collaborations That Work* also contains an abundance of information to assist almost anyone considering participating in a collaboration.

Regardless of where you begin, though, the concepts of collaboration and information literacy will require some explanations. One definition that is offered states "…collaboration is a trusting working relationship between two or more equal participants involved in shared thinking, shared planning, and shared creation of something new" (Montiel-Overall 28). Montiel-Overall further identifies the 5 cores elements of his collaboration definition as interest, innovation, intensity, integration and implementation (29).

The authors of *Information Literacy Assessment in K-12 Settings* suggest that our profession lacks a universal single definition for information literacy and they illustrate their point by exploring how "the objective and methodology used in examining information literacy results in different definitions of it" (Farmer and Henri 4-5). In comparison, the ACRL's "Information Literacy Competency Standards for Higher Education" provides users with classic guidance about information literacy, including an ample discussion about what an information literate individual is able to do (2-3). This ACRL document is a core asset for any information literacy instruction endeavor.

Instructor feedback and assignment completion rates often suggest that students in classes that receive formalized bibliographic instruction sessions tend to overcome common deficiencies in constructing and performing information searches. With that proposition, though, a reader might reasonably inquire about those students who have not completed library bibliographic instruction sessions. Specifically, are those students' library information literacy and research skills adequate enough to ensure successful completion of assignments without enduring high levels of frustration and anxiety?

These questions are not new, however, as other librarians have pondered similar situations in the past. Jackson and Hansen relate that "Because high school students often lack the skill and experience to construct efficient and effective search strategies, they may become frustrated by the array of resources they retrieve (577-8). As another voice, Cahoy suggests that "Library anxiety appears in college when freshmen confront the challenges of finding information in an academic library that bears little resemblance in organization, staff, or resources to their familiar school or public library" (26). Still, those concerns and others lead to the obvious questions including the ones that ask for answers to the dilemma.

Although the search continues for solutions that will garner widespread acceptance, there is a growing swell of anecdotal evidence in librarianship with strong indications that more needs to be done to prepare students

for their entries into college and university settings. In *Libraries Beyond Their Institutions: Partnerships That Work*, the authors strongly agree that academic libraries must be involved with K-12 education to promote critical learning foundations (Miller and Pellen 6).

As a final thought about available literature, the Courtney *Academic Library Outreach: Beyond the Campus Walls* is an excellent resource and a wealth of information. It offers examples of past outreach projects, as well as useful advice from those who have ventured down the same path. A particular entry of interest to this writer, was Coleman's and McCraw's "Reaching Out to Future Users: K-12 Outreach at Kansas State Libraries" (43-54).

The Collaboration

In the summer of 2009, an effort began to create an action plan that could ultimately affect student populations across secondary and higher education institutions. As Carr and Rockman had written years earlier, "The need to increase retention and completion rates for students in higher education is a compelling reason for academic librarians to collaborate with their K-12 colleagues in developing information-literacy across K-20 education" (52). Through searching for the means to improve the library information and research skills of the students at the Troy University, Montgomery, Alabama, campus, an idea was formulated to offer University-level library bibliographic instruction to high school seniors. The premise of the idea was basic. Teach high school seniors library information and how to use electronic resources – and improve their research skills. These newly acquired research skills would then enhance the high school seniors' academic performances and better prepare them for the transition to college.

The momentum for this idea continued throughout the summer and into the start of the school year. A framework of the actions to complete the collaborative project was established and agreed on by both the university and public school librarians. Regardless of our agreement, however, it soon became apparent that something was missing in the plan. The gist of that missing "something" was an answer to the question of how does an academic librarian crossover with credentials to a public high school library surrounding. The newness of the collaborative activity required a familiarity and trust by the public high school's administration, faculty, and students. We needed participants to schedule for the instruction sessions and to get those participants they had to trust that what we offered would be beneficial.

As an academic librarian, on a weekly basis I sought to gain that trust through "volunteer" service at the high school library. Those volunteer hours included performing technical services activities, "quality checking" students engaged in shelf-reading, and generally assisting the media specialist as requested. As a result of this volunteer service at Lee High School, barriers to the collaborative effort that may have existed earlier were significantly lessened. The next phase was to teach.

Lee High School offers seven Advanced Placement (AP) classes, as well as Alabama State Department of Education Distance Learning classes. As a limitation, general education English and History teachers postponed research papers until after the Alabama High School Graduation Exam was administered in March 2010. In contrast, however, the AP classes were the least limited by Alabama State Department constraints and became the primary focus for the collaborative effort.

The library media specialist recruited the participants using e-mail and through personal contact. Recruiting classes to participate in the project required persistence and flexibility. The librarians at Lee High School had a background of previous collaborations with the AP English classes. As a result, the teacher of those classes was readily agreeable to participate in our effort. Those students were college-bound and they recognized the need for information literacy as a skill necessary for survival in their future endeavors. Working with the AP classes was occasionally difficult, though, due to the school-year time constraints. Teachers felt that they did not have the time to spare, stating that they had too much material to cover in too little time. As a lesson learned, we discovered that by being flexible and tailoring the instruction to meet specific classroom needs we opened the door to collaboration with classes outside the English department.

Issues and Lessons Learned

In *Information Literacy Instruction That Works*, the author suggests a number of issues to clarify in preparation for instruction, including the available class time, location, topics, the type of equipment needed, and presentation style (Ragains 7). As a matter of experience, the majority of those issues were encountered during our project. In reference to the issue of available class time, our class sessions were planned for 50 minutes. The available class times, though, averaged only 30 minutes. All of the sessions' teaching times were directly affected by required school actions, including taking class attendance, passing out class papers, relaying instructions, and student travel to the library training location. Due to these mandatory actions, the teaching times were shortened and the bibliographic instruction profiles were modified.

The training location was another significant factor that was used in determining the success of the teaching sessions. The training location is important because not all schools have dedicated computer labs. At many public high schools, areas and spaces with technology configured resources are extremely limited. As such, school libraries tend to become the primary choice for conducting the information literacy training sessions. A disadvantage of using the school library, though, is that daily library operations may be required to continue - in support of the other ongoing classes and school activities. This can become a source of distractions.

A related issue to prepare for was the school's class schedule. Unlike student life at a university, the students' schedules at public high schools are controlled by bells. When class bells ring, students' movements are virtually spontaneous. In our sessions, upon hearing the sounding of the class bell some students would literally stop discussions in mid-sentence and leave the area in a hasty manner. Additionally, class schedules may change without notice. Modified class and bell times may be implemented by the school's administration to comply with unexpected situations and requirements.

Likewise, the available equipment was an issue. Many universities, including Troy University are privileged to have modern computer equipment, high speed printers, copiers, fast internet connections, and a broad range of scholarly databases. In the public school environment, though, conditions are quite different. Computers might be very old, lacking in processing power, and limited in quantities. Similarly, computer internet connections can be very slow and restricted through both software and hardware filtering protocols. This was the case at Robert E. Lee high school. The high school library had 18-20 working computers, while class enrollment averaged 25–30 students. The school's computer network was also extremely slow and many sites were blocked by the filtering system. On average, the library computers would take 15-30 minutes to initially log-in and would often be exceedingly slow opening sites.

The selection of topics was also an issue. In the university setting, topics are used to assist in the design of the bibliographic instruction profiles. These profiles are customized for the individual classes and are predicated on the expectation that they can be easily related to an academic requirement. In the high school setting, though, getting the classroom teachers to settle on subjects often required extended coordination. This was perhaps due to the very limited time that teachers had to deviate from their lesson plans. The ideal method would be to coordinate the topic well in advance and then block out time at the training location. This issue is expected to improve as the project gains additional faculty support.

Lessons learned through this collaborative effort, included:

- Public schools can be busy environments with many possibilities for disruptions. (As examples: Pep rallies, scheduled testing periods, security concerns, and student disciplinary issues).
- Public schools have limited resources. Academic libraries may need to assist with essential services such as providing the training materials and copies, as necessary.
- All students are different. Most students will participate, but some students will be distracted or uninterested in participating in the training sessions.
- Collaboration between higher education academic and public school libraries will broaden mutual knowledge and respect for differing libraries and missions.

Conclusion

The collaboration between the Troy University, Montgomery, Alabama Campus, Rosa Parks Library and the Montgomery Public Schools system's Robert E. Lee High School Library strived to increase the information literacy skills of high school seniors by incorporating information literacy instruction across curricula in the high school setting. Through lectures and on-line demonstrations by a university reference librarian, high school students were exposed to a wider range of experiences in learning about and using information resources. This training was fundamental in the further development of these students' information literacy skills. As a result of this project, these students should be better equipped to successfully navigate the vast resources available in the university setting.

During the 2009-10 school year, specialized information literacy training was presented to 15 classes and more than 300 students. The restrictions of preparing for the Alabama High School Graduation Exam required that the project be primarily limited to AP classes. Preliminary test results now indicate that Robert E. Lee High School has passed the "No Child Left Behind" Annual Yearly Progress for the first time. Although this restriction and a variety of other issues were encountered including time constraints, scheduling conflicts, and technology limitations, the participating classroom teachers indicated that they would welcome the opportunity to participate in similar collaborative projects in the coming year.

As the mandates on instruction are lifted, there will be subsequent needs for information literacy skills instruction in the general education classes as well. This instruction would greatly benefit low income students from disadvantaged backgrounds who have difficulty in overcoming the digital divide. The proactive marketing of the project by the media specialists has already yielded interest in replicating the project at other area public high schools. Expanding the collaborative information literacy project to other area secondary schools, though, will require the recruitment of additional academic librarians. Coordination activities are in progress to offer the collaborative effort to another area high school for the 2010-11 school year.

Collaboration can frequently play a major role in the shared communication by library patrons and students. Perhaps in some sense, we all engage in different forms of collaboration through our daily lives. If we are fortunate, our peers push us to explore new avenues and methods of doing the things that we might not be accustomed to. Another source of motivation may come directly from the situation that you live every day. That situation may be the beginning of a change that is necessary in many ways. As for the collaboration between an academic librarian and a public high school media specialist that started our journey, we continue to look forward to a future of opportunities. We encourage you, too, to try it!

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"A Living Book"

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Abstract

Inspired by a news item, "A 'Living Library' That Opens Minds," Shu, a librarian from Saint Louis University initiated a project called "Shu, A Living Book for International Students." The purpose of this project is to provide a unique service to help the dramatically increased number of Chinese international students on campus.

Shu, with her name literally meaning "book" in Chinese, makes herself available as "a living book" to the Chinese international students at Saint Louis University. The areas of expertise she provides are library orientation, cross-cultural orientation, international student experience, student adjustment and foreign student survival tips. The primary method of interaction is chatting and the service offered is bilingual, both English and Chinese.

Shuqin (Shu) Jiao, the head of Access Services at Pius Memorial XII Library, Saint Louis University, will share her remarkable stories with this new approach of serving the students experiencing language and cultural barriers. The presentation will briefly discuss how this project progressed and what the benefits and impacts have been to the Chinese international students, the library, and the Saint Louis University community at large.

Boost Your Use: Promoting E-Resources to Students and Faculty

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Abstract

Libraries invest lots of time, money, and expertise into acquiring and providing access to databases and e-journals, but are often disappointed by how little users know about what is available to them. This paper provides a summary of relevant literature, gives an overview of marketing approaches for library resources, and describes a promotional plan designed for implementation at Bowling Green State University in the academic year 2010-2011, from the initial planning stages through assessment. The plan involves identifying a range of communication channels, drawing on data (usage and usability) to design appropriate messages for targeted audiences, and using timed repetition to enhance recall.

Introduction

A librarian who wants to promote electronic resources can easily feel overwhelmed. Much of the literature on marketing in libraries deals with creating broad plans to market the library as a whole; what is focused on e-resources often deals instead with overhauling websites and retraining staff. Such huge projects are simply not possible for many front-line librarians. Many electronic resources librarians who must share information with communities of students and faculty often do not have the command of budgets or staff, a position of influence from which to create buy-in with colleagues, or the time for extensive formal research into local community statistics and behavior. This paper is for people like these. Forget becoming a "marketing-aware organization" or becoming "ubiquitous" (Dillon 117, Mathews xiv). At each library, practitioners must instead think, "What can *I* do? Which communication venues and communities are available to me in my position? What am I passionate about? And whose assistance can I count on?"

Keeping these ideas in mind, this paper outlines a targeted e-resources marketing plan focused on promoting the citation searching database *Web of Science* to graduate students at Bowling Green State University (BGSU) in Ohio. It covers the author's process to develop the plan, including a review of library literature about marketing e-resources, institutional research, and an outline of specific goals, objectives, timelines and tactics for implementation and assessment.

Show Passion

At the 2010 ALA Annual Conference, Toni Tucker spoke about Illinois State University's celebration of the 150th birthday of its first librarian, Angeline ("Ange") Vernon Milner. Winner of the John Cotton Dana prize in 2007, this promotional event was clearly a labor of love for the people involved and captured the imagination of the community, growing beyond its initial plan and garnering statewide political and media attention. As a result, the first librarian of ISU, in the minds of ISU community members, has gone from a rumored ghost who haunts the library stacks to a historical figure whose life and writings have become a topic of research for ISU students.

Tucker's first tip for her audience at ALA was to "show passion." She and her colleagues at ISU were not, in embarking on their project, merely "marketing the library" or pushing a message about the library out to their students and faculty. They were pursuing research that they were clearly excited about, and their enthusiasm gave them a message that resonated with their audiences and was truly worth sharing.

Instead of trying to "market e-resources," it is more important to try to reach students with a message and a product that is vitally important, fills a need for them, and represents the values and purposes that keep library

doors open and students coming back. A promotional plan first centered around an idea that generates passion in a librarian, his/her colleagues, and key partners on campus is a plan set up for success.

Literature Review

A review of the literature about library promotion of e-resources shows that most academic libraries are not sure how best to do it. Librarians seem to grasp the idea behind marketing plans, market research, target audiences, and even the use of social media for marketing, but stumble when it comes to implementation and measureable results. The literature includes a number of books and articles offering advice on planning and implementing a general marketing effort, but fewer examples of libraries that have actually implemented plans to market electronic resources.

Wisniewski and Fichter write that the first step to marketing electronic resources effectively is defining a market, using both general and local sources of information about users and user behavior. The second step is deciding what to promote; they recommend choosing something with potentially broad appeal and crafting a message that is focused on its benefit for the user. They suggest making a calendar to help both time a message to important local events as well as to define intervals at which to repeat it. They also caution librarians to be sure to evaluate their efforts. "What matters is use," they write; the effectiveness of a campaign is most accurately evaluated by usage statistics (Wisniewski and Fichter 55-56).

ProQuest emphasizes similar points in its marketing toolkit. Laying a foundation for a marketing campaign involves knowing your products and community and having a web site that effectively connects people to resources (ProQuest LLC 3-8). To promote resources, the company suggests using fliers, displays, newsletters, posters, PSAs and press releases in local media outlets, and finding partners (such as faculty and student organizations) that can help by providing advocacy or venues for promotion (ProQuest LLC 9-10).

Dowd, Evangeliste and Silberman agree that marketing electronic resources first requires knowing them well and presenting them effectively on the library's website. Database descriptions should answer the question, "Why would your customers use this?" For promotion, they suggest updating patrons through an online newsletter, creating mini business cards for specific resources, constructing giveaways that highlight particular resources for particular audiences, allowing patrons to customize resources, and arranging for demonstrations for faculty (Dowd, Evangeliste and Silberman 38-42).

In his book *Marketing Today's Academic Library,* Brian Mathews points out that student use of academic libraries is closely aligned with their needs, socially, academically, and physically at different points during the semester. It is easy for librarians to forget this when working a twelve-month contract that sees upticks in activity at very different times than students do – in the middle of the summer when the fiscal year ends, in late August right before the start of the busy instruction season, or at the end of the calendar year when renewals for databases and journals are due. He instead divides the academic year into distinct periods based on what students are doing at different times during the semester and recommends crafting messages that speak to their needs at each period. He identifies weeks 1-4 of the semester as the "orientation period," weeks 5-11 as the "productivity period," and weeks 12-16 as the "closing period" (Mathews 123-25).

Dillon gives an overview of marketing e-resources "from the point of view of a marketing-aware organization" (120). He says e-resource marketing should focus on building an audience or targeting a resource to a specific audience and that promotions should help library users "easily place [the resource] within their existing mental model of the library." He identifies the "arsenal" available to the promoter of e-resources as the following:

- featuring the database on the library's webpage
- offering training on the resource
- mentioning it in library publications
- notifying key faculty and other partners about it

- incorporating it into instruction programs
- using posters, handouts, etc. as appropriate (Dillon 121, 124).

Libraries have also used local media outlets (for columns, print advertisements or other features), direct e-mail, and signage by similar print resources to promote their databases (Morningstar Library Services).

Many of these methods were used at Denton Public Library. In response to dropping statistics for e-resources, this library engaged in a whole-library marketing campaign designed to educate and inform users about its databases. The staff created fliers, used local media advertisements and direct e-mail, placed signs near print reference sources, engaged in outreach to local schools, offered training sessions for patrons, and asked staff in public service positions to actively promote library databases (Brannon 47-50).

Leong also used direct e-mail to promote electronic resources to distance education students at the University of New England in Armidale, Australia. Besides sending e-mail about accessing and using e-resources to these students after they had contacted the library with reference questions, the library also sent e-mail to distance education students during "the peak time for research" each semester and used a listserv to highlight specific resources (Leong 86, 90). Leong reports that after such highlights and after featuring a resource in a banner advertisement on the library's website, use of the resource would spike, indicating that the advertisements and promotions were both piquing interest and impacting awareness of the library's databases (Leong 89-90).

Likewise, Ellis notes that featured resource advertisements on the library's home page at the State and University Library in Bremen, Germany has always caused usage to go up the month a resource is featured (58). Other methods her library has employed include general and subject-focused training sessions, presentations in departments, and very well-attended "user meetings" designed to be part demonstration, part lecture (Ellis 59).

At the University of South Florida Libraries, marketing efforts have been ongoing since the launch of their "virtual library" in 1995. Metz-Wiseman and Rodgers indicate that the library has used presentations to faculty (both at faculty meetings and at an annual event for faculty held at the library), a newsletter, direct e-mail, and Blackboard to promote electronic resources (Metz-Wiseman and Rodgers 22, 25, 29). Many of the channels they identify for promoting electronic resources focus on faculty as the primary audience and primary conduit for educating students.

Buczynski believes that "word-of-mouth (WOM)…is the key to increasing traffic to licensed digital library resources" (Buczynski 193). He advocates putting library resources where users are by using direct linking on social sites, but this writer was unable to find evidence from libraries that this has been a fruitful method of marketing. While Buczynski does not offer examples, both Alford and Schoenburg report the results of using Facebook advertisements to promote databases. Alford promoted ProQuest databases at Michigan State University for six days during one semester's finals week; however, over 300,000 impressions garnered only 87 clickthroughs, or .03% (276). In a quite different scenario, Schoenberg used highly targeted (text-only) Facebook advertisements to promote Naxos streaming audio of specific thrash/heavy metal bands to users in the vicinity of the Edmonton Public Library (Alberta, Canada) who self-identified on their Facebook profiles an interest in those bands. These advertisements received 2 clicks for about 3,000 impressions (Schoenberg).

Thompson and Schott outline methods employed by two New Jersey community college libraries to boost use of databases. Bergen Community College redesigned its website to enhance access (Thompson and Schott 63-67). Union Community College also made changes to its website and, in addition, revamped its approach to instruction. Both libraries saw an increase in usage statistics for their databases, some as much as 300% (Thompson and Schott 71, 73).

In a particularly interesting study, Castaldo evaluated response to advertisements for library databases on academic library homepages. Her examination of ARL library websites indicates that 51% of ARL libraries

promoted databases from their homepages in 2008, though few of the advertisements she found could be described as having high distinguishability. Those that did included a picture (usually with text), were found in the center of the page, and were linked (Castaldo 37). She created advertisements for 10 databases that ran for about one week each on the Duke University Libraries' homepage. These had a high clickthrough rate (most got around 100 clicks during the week they were up), but when she compared usage statistics for the database advertised from before, during and after the advertisements ran, she was unable to make a strong correlation between use of the database and the presence of the advertisement. Her study seems to suggest that advertising resources on library homepages is an effective means of raising user awareness of resources, but most academic users will probably only access a resource at the point of need, which may or may not coincide with the time an advertisement is run.

Plan at BGSU

OhioLINK's marketing toolkit outlines eight steps to take during a marketing campaign: planning, reviewing your library's strategic challenges, completing market research, writing goals and objectives, defining target audiences, specifying strategies and tactics, finalizing a budget, and evaluating the results of your campaign. These steps were slightly modified to create a plan to promote Thomson Reuter's ISI *Web of Science* at BGSU in the academic year 2010-2011.

Why *Web of Science*? Following Wisniewski and Fichter's advice, this database was chosen partially because, as a large, interdisciplinary and, most of all, scholarly resource, it has potentially broad appeal and usefulness for academic library users. It should be easy to place in BGSU users' "mental map" of the library's resources, as Dillon suggests doing. BGSU students, as evidenced by a recent usability study of the library's homepage and databases web pages, are extremely familiar with the EBSCO brand and know they can find full-text scholarly articles by using the link to EBSCO's *Academic Search Complete* located on the library's home page. *Web of Science* will be easy to both compare and contrast to that product. Like *Academic Search Complete*, students can use *Web of Science* to find scholarly articles on almost any topic. Though full text is not available in the database, users can link to full text by using the library's openURL linker. However, unlike *Academic Search Complete*, all results in *Web of Science* are scholarly. Also unlike *Academic Search Complete*, *Web of Science* allows comprehensive citation searching. At BGSU, drawing these kinds of connections between the well-known EBSCO product and the lesser-known (and lesser-used) *Web of Science* should be an effective means of building awareness and boosting memorability of the lesser-known resource.

Another reason to choose *Web of Science* is that BGSU recently obtained expanded coverage of the database through negotiations by the OhioLINK statewide academic library consortium. This process occurred during the academic year 2009-2010, and the library communicated throughout to its user community via e-mail and the library blog, inviting faculty in particular to try the product, provide feedback and attend demos. Feedback from individual faculty offered during that process has identified key *Web of Science* users on campus who can now become potential partners for promoting *Web of Science* this academic year.

Web of Science was also chosen, however, because it's a resource that I, as the marketer, am personally excited about promoting. Unlike a product like *Academic Search Complete*, *Web of Science's* emphasis on including only top scholarly journals, providing detailed indexing and supporting powerful searching makes it ideal for supporting graduate level research, which is something the author is particularly passionate about doing. When completing her own graduate degree in art history she discovered that *Web of Science* is the perfect tool for identifying important and relevant publications outside the bounds of a particular discipline. Doing cited reference searching on my most important sources also helped her know she had covered all of the bases when completing her thesis research. *Web of Science* is a powerful tool for any graduate student trying to complete comprehensive research.

Because our most engaged faculty users of *Web of Science* are in the Chemistry and Psychology departments (based on responses to library communications about this database last year), and because both of these

programs support doctoral programs, graduate students in Chemistry and Psychology are of particular interest for receiving instruction and promotional materials regarding *Web of Science* in 2010-2011.

Marketing Plan: Background and Market Research

A plan is only as good as the data that supports it. At BGSU, information was gleaned from campus and departmental websites, student surveys, user studies and surveys completed at the library, statistics for reference and instruction, and database usage statistics in an effort to provide a picture of the targeted user population and its needs.

BGSU has about 3,000 graduate students studying at its main campus, which is served by the Jerome Library. The university offers 47 master's programs and 17 doctoral programs, including PhDs in photochemical sciences and psychology (Bowling Green State University, "Online Media Room").

The library has approximately 2.6 million print volumes, 28,000 e-journals and over 50,000 e-books. Around 300 free and subscription databases are available through the library website. Several special libraries and collections are located in the main library building that serves special programs and populations, but the Ogg Science Library, long housed in the Mathematical Sciences Building, was closed in 2009 (Bowling Green State University Libraries, "Ogg Science Library").

The University's Office of Institutional Research (OIR) completed a Graduate Student Survey in 2007. It indicates that 810 of the university's graduate students (or 25%) are pursuing doctoral degrees. About half of BGSU's graduate students are part-time, and 14% are citizens of a country other than the United States. Just under 10% of graduate students are studying science or math and 8% are in the social sciences. Sixty percent of the respondents to the 2007 OIR survey indicated that library services are very important to them, but only 37.3% said they were very satisfied with them (another 44.5% said they were somewhat satisfied) (Bowling Green State University Graduate Student Senate and Office of Institutional Research 82, 85).

A user survey conducted in the spring of 2009 by the library received 367 responses, 13.3% of which were from graduate students. The responses indicate that library databases, and the training to use them, are considered to be important to the community. Fifty-eight percent of respondents indicated that they felt offering online tutorials on research databases and library tools was "very important" or "critically important;" 51.6% said the same about offering workshops on research databases and library tools, and 66.4% felt this way about acquiring more research databases (Bowling Green State University Libraries, "University Libraries Survey").

Instruction statistics indicate that neither the chemistry nor the psychology departments requested formal library instruction from their liaison in the last three semesters. To gauge the level of reference requests, Libstats (the library's software for recording reference transactions) was searched for terms related to chemistry, including "chem," "chemistry," "chemical," and "photochemical." Eighty-six questions were found since 2007, mostly about finding the full text of specific articles or about finding textbooks. A few were also about specialized software.

When specific database names were searched in LibStats, 51 questions were found dealing with *Web of Science*. Twelve of these were patrons asking for help using the database and eleven were asking about cited reference searching (specifically, if there was a way to find out what publications had cited a particular article). By contrast, only ten questions had been asked about SciFinder Scholar, a resource specific to chemistry.

Usage statistics for *Web of Science* were compared to those of other databases in two categories: large, interdisciplinary databases containing scholarly articles (EBSCO's *Academic Search Complete* and *JSTOR*) and more specialized, scholarly subject resources (*PsycINFO*, which BGSU users search through OSearch, a platform developed and used by OhioLINK; *SciFinder Scholar*; and *Communication and Mass Media*

Complete. This last was chosen because it is on the EBSCO platform and has COUNTER statistics available). The comparison was hindered by the lingering lack of comparable statistics across vendor platforms and some unavailable data, but both sessions and searches were counted.

Examining database statistics revealed that *Web of Science* is, indeed, an underused database, though its level of use has been steady over the last three years, while that of many other resources (including *PsycINFO*, *JSTOR* and *SciFinder Scholar*) appears to be declining. However, despite its broad appeal, *Web of Science* is searched far less than either *Academic Search Complete* or *JSTOR*, and, despite its scholarly content, was searched less this year than either *PsycINFO* or *Communication and Mass Media Complete* and accessed less often than *SciFinder Scholar*.

Is it possible that students are finding adequate information in these other sources? Yes. However, even if that is true, *Web of Science* still does provide unique indexing that allows researchers to see which journals and authors are publishing on a particular topic and allows cited reference searching. BGSU users do not seem to be aware of this database's contents and capabilities and why it might be a valuable resource for them.

Goals, Objectives and Tactics

Particular measurable tactics and a timeline for implementation provide a platform from which to methodically approach promoting a resource. BGSU plans to use the following elements in its promotional campaign:

- *Staff training*. Staff knowledge and support is a crucial first step for promoting electronic resources. Last year, the author, as the library's Electronic Resources Librarian, began offering e-resources training sessions for library staff. This summer, before the start of the fall semester, she will partner with the Chemistry instruction liaison to offer a session on *Web of Science.*
  Timeline: intercession, before the start of fall semester

- *Student survey*. How many graduate students in the Chemistry and Psychology departments have heard of Web of Science and/or cited reference searching? A brief, anonymous online survey disseminated via e-mail to graduate students in these departments can help gauge their awareness.
  Timeline: summer application to Institutional Review Board; survey to be disseminated during Graduate Student Orientation week (prior to week 1 of fall semester)

- *Graduate Student Orientation flyers*. The library offers several sessions during Graduate Student Orientation. Flyers with information about databases (including *Web of Science*), targeted to different disciplines, can be distributed at these sessions. In addition, a training workshop about *Web of Science* can be promoted at this venue, including a signup sheet for the sessions.
  Timeline: Graduate Student Orientation week (prior to week 1 of fall semester).

- *Workshop*. During the spring 2010 semester a well-attended workshop entitled "Beyond EBSCO: Databases for Graduate Level Research" was conducted through the university's Center for Teaching & Learning. It focused on citation searching in Web of Science and using WorldCat.
  Timeline: Week 2 of fall semester, with additional sessions added during Week 8 or 9, just after Fall Break (based on demand)

- *Posters*. Like many vendors, Thomson Reuters offers posters and other materials for promoting its products. Posters can be, with departmental permission, displayed in the library and computer labs of the Physical Sciences Laboratory Building and the Psychology Building.
  Timeline: Week 2 of fall semester

- *Faculty discussion*. Which faculty members have designed assignments using Web of Science? Or which ask their students to use this resource? The electronic resources librarian will ask about this on

the BGSU faculty listserv and perhaps offer a workshop for faculty about promoting *Web of Science* to graduate students based upon the response received.
Timeline: Week 4 of fall semester to ask for examples; Week 12 to offer workshop.

- *Featured resource*. The library's homepage is currently undergoing a redesign. Its new incarnation will include a "featured resource" area, with rotating images and clickable headlines. *Web of Science* can be a featured resource this fall. The advertisement can use text that helps students place *Web of Science* in their mental map of the library's resources.
  Timeline: Weeks 6-8 of fall semester

- *Blog post and newsletter mention*. The *Web of Knowledge* platform is going to be upgraded and changed in December 2010. Database changes and upgrades are publicized on the library's blog and in the following semester's e-resources update for faculty. This occasion will provide a good opportunity to remind faculty about the library's subscription to *Web of Science* and how this tool can be used in their own research and that of their graduate students.
  Timeline: Week 1 of spring semester

- *Display*. Mathews writes, "We want to intermingle practical components with spectacles" (Mathews 113). What is more visual than a web? Darwin Day (February 12, Darwin's birthday) is the perfect opportunity to illustrate the *Web of Science* by creating a physical display that will show how Darwin's famous book, *The Origin of the Species,* can be linked throughout the disciplines by a cited reference search. Using actual works from the library's collections and publications by BGSU faculty and alumni can give the display a local focus .
  Timeline: Week 5 of spring semester (week preceding Saturday, February 12, 2010)

Assessment

Thompson and Schott wrote "The core of assessing the success of marketing e-resources is the usage statistics of those resources," (59). To assess whether or not these marketing efforts reached BGSU users, usage statistics will be pulled and compared to those of previous semesters. In addition, a follow-up survey can be sent to graduate students in the Chemistry and Psychology departments in the spring to help gauge if those populations have greater awareness of *Web of Science* and how to use it.

Conclusion

Though this paper describes a marketing plan rather than a previously executed marketing campaign, it demonstrates applying research in marketing electronic resources, identifying targeted audiences and their needs, using a calendar to plan reiterative messages and timed messages to academic cycles, making use of available channels for a marketing message, and, perhaps most importantly, harnessing personal enthusiasm to promote electronic resources at an academic library.

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Embedded Librarianship: A Briefing From the Trenches

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Abstract

Though the concept of embedded librarianship as a form of information literacy instruction is not new, the idea of an “embedded librarian” is a popular trend in our profession. While there are numerous articles, blog posts, and presentations describing librarians' experiences as embedded librarians, we propose a presentation on not only our work as embedded librarians, but also theoretical reasons why embedded librarianship is pedagogically appropriate for information literacy instruction.

Embedded librarianship is one form of information literacy instruction that helps establish librarians and libraries as trusted information sources for college students. Embedded librarianship also benefits librarians as they gain an intricate understanding of students' information seeking behaviors, their assignments, and the teaching faculty's expectations.

Based on 3 years of face-to-face work as embedded librarians for undergraduate students, we explain how our work with students has evolved and why embedded librarianship is not only an effective means of information literacy instruction, but also integral to informing our practice of librarianship - specifically periodicals and e-resource management.

Included in our presentation are the benefits and challenges of embedded librarianship, descriptions of our experiences, what we see students learning, and why we believe that embedded librarians are in a prime position to establish trust between students and librarians. By establishing trust at the beginning of a student's college experience, we are fostering library use throughout their college career.

Our presentation is informed in part by 19-years of information literacy teaching between us (three as embedded librarians), and Galadriel's Masters in Education with an emphasis in educational technology and instructional design.

Managing the Multi-generational Library

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Abstract

In today's libraries, there are as many as four generations working within the organization, each with its own traditions, work ethic, and values. These include employees from the veteran, baby-boomer, Gen-X, and Gen Y generations. While academic libraries involved in instruction are highly aware of addressing how different learning styles influence development of teaching resources, often less library management attention is paid to the different working styles of multiple generations and how to integrate them into successful work teams. As Gen-X librarians make up a larger part of library management and administration, Gen-Y employees are part of the library workforce, Millenials comprise our student workforce, and Boomers put off retirement, it behooves us to understand how we can best integrate different learning and working styles into a cohesive organizational culture.

This presentation explores the unique leadership and work styles of these generations. It addresses how to avoid pitfalls as well as how to capitalize on particular skill sets, leadership and work styles of the multigenerational work force prevalent in today's libraries. Recommendations for activities, teambuilding, and project management to capitalize on the strengths of **all** of employees will be addressed.

Introduction

In today's libraries, we have as many as five generations working within the organization, each with its own traditions, work ethic, values and motivating factors. Academic libraries involved in instruction may be highly aware of addressing how different learning styles apply in the development of teaching resources for undergraduate and graduate students. It appears, however, that less attention is paid in both the literature and in professional practice to how leaders can alter organizational culture to deal with the different working styles of the multiple generations working side by side in our institutions, and how to integrate our age-diverse workforce into successful teams.

As Gen-X librarians make up a greater part of our library management and administration; as the baby-boomers become our human repositories of institutional knowledge and histories and put off retirement due to the current economic climate; and as Gen-Y enters the workforce en masse; it behooves us to understand how library managers can best integrate the different learning and work styles to achieve a synergy of energies and take advantage of each staff member's strengths.

Generations

The following descriptions of the various generations currently comprising the work force are, by necessity, generalizations. There is no substitute for getting to know staff members as individuals. It is important, though, to understand the forces that shape preferences and values over time. The following descriptors for each generation are intended to be broad strokes highlighting the likely attitudes towards work, rewards, and shared experience as demonstrated by various studies. In addition to the described characteristics, the exact start and cut-off dates for each generation are up for debate.

Veterans are the eldest generation still in the workforce. Born between approximately 1900 and 1943, these workers are moving out of the workforce quickly, though they may delay retirement due to current rough economic times (Kyles 54). Motivated largely by written and verbal recognition, known for their loyalty and affinity for authority, structure and rules, these folks have been conditioned through their experience with the Depression and two world wars (Kyles 54; Crumpacker and Crumpacker 353). The source of much lauded

"family values" and "work ethic," this generation is accustomed to directive supervision, standardization, and conformity (Zemke, Raines & Filipczak 30). Conditioned to work a full day for a full day's pay, expect that veterans will look askance at the younger generations' desire for telecommuting and more flexible work schedules based on outcomes as opposed to hourly work.

The Baby Boomers are loosely defined as those born between 1943 and 1960. Having grown up in an optimistic, positive time of economic expansion and explosion of industry, Boomers altered the traditional family roles, accumulated debt, and are generally known for their "workaholic" ways (Zemke, Raines & Filipczak 66; Kyles 54). Accounting for the largest part of the workforce, and remaining there due to current economic instability, it is important to weigh the importance of the Boomers both staying and leaving the workforce. Calo points out that Baby Boomer retirements and an aging workforce necessitate employers thinking about methods of knowledge transfer (405).

Growing up in the wake of Vietnam, Nixon's resignation, the oil embargo and heavy Japanese influence over the U.S. economy, Gen Xers (those born between roughly 1960 and 1980) were heavily shaped by both their parents' attitudes toward work and the socioeconomic and political context of their childhood (Zemke, Raines & Filipczak 95). Gen Xers generally consider themselves "free agents," responding to the "cycles of downsizing and upsizing" they grew up with, which can make them initially appear disloyal in comparison with the Veterans and Boomers (Finkelstein 9; Kyles 54). Challenging work, responsibility, rewards and benefits based on performance, and fast and specific feedback on their work tend to be the general desires and motivators for this generation, and in the interest of work-life balance, they find clock-punching a far inferior measure of their work than "management by objective," focusing more on getting the job done (whether at home, at odd hours, or while telecommuting) than holding to strict hours under the eye of watchful management (Zemke, Raines & Filipczak 101).

Because of these attitudes, particularly the desire for a generous work-life balance and personal measurement of their success by project outcomes rather than time spent on a project, Xers can appear lazy when in fact their work style is just drastically different from that of Boomers and Veterans. Managers will need to negotiate expectations with Xers, provide fast and specific feedback, and likely handle some disgruntlement from the older generations who hold very different views on what "work" looks like when it comes to building teams (Finkelstein 9).

Gen Y is the workers who were born roughly between 1980 and 1994. Like Gen Xers, organizations have to work hard to retain Gen Y workers, who go where opportunity woos them. Multitasking, working in teams, working with technology, and great enthusiasm tend to be strengths of this generation (Sujansky 15). Members of Gen Y have come of age in high-tech times where teamwork is highly valued, and internal gratification for the work they do may outstrip the importance of material reward, so managers will be challenged to help members of this generation relate their work to a greater good (Sujansky 15; Kyles 55). Twenge and Campbell point out that the high self-esteem, narcissism, and anxiety exhibited by Gen Y likely means that managers should expect these workers to have high expectations, high need for praise, job-hopping and ethics scandals (865). Since Gen Y significantly outnumbers their older Gen X siblings (approximately 80 million versus 44 million), it is expected that they will be tapped to replace retiring Boomers, since Gen X simply will not provide enough bodies (Sujansky 15).

For Gen X and Gen Y alike, institutional culture is important, as these employees are more likely to demand input into decisions, perks of office informality such as casual-dress days and refreshments. Open communication is essential (Finkelstein 9). In addition, since entering the workforce was a competitive experience, both Gen X and Gen Y tend to appear aggressive to their older cohorts (Lander 79). Both Gen X and Gen Y appreciate learning opportunities, flexibility, and a coaching approach (as opposed to authoritative direction) from their managers (Kyles 55; Lander 79).

We also now have the youngest group, born after 1994, just entering the workforce as teen labor and volunteers. Heavily characterized by their technological facility, adaptability, creativity, and inability to concentrate on one pursuit for too long a time, these young people will be the library's staff of the future.

Take note of the vastly differing work styles, management preferences and desired motivation and rewards of the various age groups. Again, while these are generalized and vary from individual to individual, such generalizations can help managers prepare for conflict, guide staff and coach employees to create a happier and more productive work environment.

Age Diversity in the Workplace: What It Means for Managers

What does this mean for the library manager? Not only does a manager have to navigate within each generation's preferred style with regards to communication and feedback, rewards, and work-culture preferences, but managers have to navigate *between* generations, fostering cooperation and sensitivity, handling tensions, matching staff needs with management style and organizational goals. Managers are expected to encourage this disparate group of individuals to develop synergies and work together to accomplish common goals.

Given the rapidly changing technologies, services, and user expectations of today's libraries, it is essential that library managers determine the most effective course of training and skill upkeep for staff. Failure to accomplish this results in staff unable to keep up with the work required of them, stagnant libraries, and resentful work environments as others handle larger shares of certain kinds of work.

Because working in teams is increasingly essential to the operation of any organization, the first order of business for the manager, after getting to know their staff, is to foster communication and cooperation among staff. Kyles points out that failure to instill an appreciation for generational differences results in higher conflict and lower productivity in the workplace (55). While conflict can be healthy, and is essential for a changing organization, it must be managed carefully. Healthy conflict results in great opportunities for rethinking services and workflow approaches.

Though generationally, Gen X is generally defined as having more of an interest in work-life balance, empirical study has demonstrated that such balance is desired by nearly all generations in the workforce (Beutell and Wittig-Berman 520). However, work-life balance means different things to staff of different generations. Failure to acknowledge generational differences in work values may come at the manager's peril – studies report that values-fit between the staff member and the organization is essential to retention and staff job satisfaction (Cennamo and Gardner 903; Twenge and Campbell 873). Organizations are faced with the challenge of creating an environment of values that apply to more than one generation, which may occasionally mean serving opposing desires. As many workplaces create opportunities for staff to focus on work-life balance, it is important to note that such balance does not look the same for all team members.

Handling the Multigenerational Library

As a manager, it is important to go over work plans and evaluations thoroughly with each staff member, determine the best way to apply criticism and praise, and tailor management styles, insofar as it is possible, to the way staff prefers to be managed. This will be dependent on the people as well as the number of people on staff – it is much harder to personalize supervision and management over a department of seventy people than it is for a department of five. In addition, it is important to make note of how the actual work needs to be handled. Is it a position that is flexible enough to accommodate the Gen X and Gen Y desire for slightly more unstructured workdays? If not, it is important to let job candidates know that up front in order to avoid a retention problem.

Strategies for dealing with competing desires for work scheduling, supervision and management style, and reward systems may include drawing up a list, taking a survey, or even holding workshops with staff to

determine what they think might be feasible and appropriate. Engage in discussions with staff so they know the extent of management's attempts to meet their varying needs, and encourage staff to take advantage of work-life balance programs, training opportunities and other programs the library may engage in to improve employee satisfaction and retention.

Performance evaluation is critical, and should be tailored to each staff member. Everyone is aware that a one-hit annual review is hardly often or comprehensive enough to truly reflect on the sum of a staff member's performance. "Toughness" depends entirely on how someone has been raised – Gen X and Gen Y staff have, for the most part, been treated as individuals even in their large schools, whereas Boomers have been accustomed to having to make themselves stand out (Hill 62). These cultural differences among generations also mean differences in the ability to accept and reflect on criticism. Managers need to start developing individualized development and improvement plans even for staff members who may have the exact same job description, since

While it is usually standard practice to keep an eye on the makeup of groups with regard to members' skill sets, managers should also think about the generational mix as they build work groups, implementation and project teams, and committees. Allowing staff to negotiate differences and capitalize on each other's strengths – while also coaching them past the difficulties of their differences – is a great way to build a spirit of teamwork. Don't assume that only younger staff will want the technology and gadget-oriented work. Boomers are known to be more than happy to continue learning new skills, are the fastest-growing demographic on Facebook and other social networking sites, and are more than capable of contributing to the library's social networking presence and technology training.

Another reason to diversify work teams is that succession planning is important as library managers deal with the complications of an aging workforce, making libraries agile, and harnessing the institutional knowledge gleaned by older staff over their decades of working. Older staff members can clue younger members in on why decisions were made in a historical context and give background for the design of current services and workflows. In turn, younger generations may feel more comfortable recommending change, blowing up services and developing streamlined workflows, and finding non-standard ways of reaching users and engaging staff.

Having a multi-generational library staff is extremely helpful to library managers as they plan services and get the organization involved in the community. With a staff that represents nearly all age brackets, comes a cross section of the population served, allowing libraries to harness those differences for programming and designing user interfaces. They key is to recognize staff needs, meet them in the best ways possible, and communicate a willingness to meet the needs of staff in terms of recognition, motivation, and flexibility within the strictures of organizational structure.

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Getting Started with Assessment: Using the Minute Paper to Find Trends in Student Learning

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Abstract

Outcomes-based assessment is a popular trend in library instruction, but many librarians are fearful of assessment and do not know how to get started. The minute paper provides an easy way to implement instructional assessment and discover trends in student learning. A one-minute paper assessment typically involves asking students to answer a couple of brief questions during the final minutes of a library instruction workshop. At the University of Denver's Penrose Library a minute paper assessment was used in all research workshops given to first-year writing classes during specific quarters in 2009 and 2010. Students in the writing classes were asked to respond to two simple questions on a SurveyMonkey survey: "What was the most important thing you learned in the library workshop?" and "What questions do you still have about library research?" Because the results were available online on SurveyMonkey, the reference librarians were able to view the comments from all their classes and note any common questions or concerns. In addition, some librarians met with classes multiple times, and by viewing the results of the assessment from the previous workshop were then able to address questions in future workshops. Since comments and questions were anonymous, answers to questions could also be posted online on the research guide for the writing class or on the library's frequently asked questions blog. Minute paper comments also provided the librarians with an opportunity to reflect on and improve their own teaching skills. Aggregate data from the assessments was used to identify trends in student learning outcomes and improve teaching for the following year. For example, by analyzing the trends in the types of questions and comments made by students, a more robust class research guide was developed with additional tutorials and handouts. Overall, the minute paper was relatively easy to administer, allowed students to anonymously give feedback or ask questions, and provided useful data on trends in student learning.

No Ballast to Throw Overboard: Restructuring an Already Lean Library for Hard Times

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Abstract

In an effort to address immediate issues related to budget cuts and attrition due to the financial crisis at the end of 2008, Jackson Library at Lander University underwent a process of evaluation and revision of job titles and responsibilities of the remaining three librarians. What was a staff of five librarians and five paraprofessionals became a staff of three librarians, a dean, and three paraprofessionals. The intended result of the revision of titles and responsibilities was twofold. The first intention was to demonstrate on paper and to the university's administration that redundancy did not exist in the library. Rather than having three loosely defined "Reference Librarians" on an organization chart, we created three separate titles with separate, but at times overlapping, responsibilities to outline and clarify individual but necessary roles in the library. The second intention was to ensure that the work load was evenly divided and, at the same time, completed. The result has been that the library staff completes more work than before the reorganization, there is no appearance of redundancy, and staff roles and tasks are more personalized, allowing for continued development as professionals. This paper will discuss the months-long revision process, the decisions reached and why, and staff perceptions of the changes one year later.

Introduction

Addressing budget cuts and high attrition rates in the beginning of 2009, Jackson Library at Lander University underwent a reorganization process out of necessity. A staff consisting of a dean, four librarians, and five paraprofessionals became a staff of a dean, three librarians, and three paraprofessionals. Initially, we wanted to ensure that the work was appropriately divided and completed, and we also needed to demonstrate to the university's administration that redundancies did not exist in our library. Rather than having generic titles, we created three distinct titles to outline and clarify our individual, but necessary, roles in the library. This change resulted in our staff completing more work than before the reorganization. Also, with more personalized roles, our worries over appearing redundant have subsided, and the authors of this paper ended up with more responsibility and empowerment than before the process began. This paper discusses our process of undergoing this revision, the individual decisions that each of us came to and why, and our unique perceptions of the changes.

Founded in 1872, Lander University is a four-year, public university in Greenwood, South Carolina with 2,646 full-time students, most of whom are undergraduates. The student body consists of students from the United States and other countries, but the majority reside in South Carolina. The university became a state-supported institution in 1973. At that time, the library and its staff enjoyed the luxury of being considered the heart of the institution. They held faculty status, just as we do now, and they retired with tenure. Circulation and usage remained high, and a staff with one dean and a librarian gained three more librarians over the next fifteen years. As all academic libraries experienced on one level or another, by the 1990s, the Internet and other digital services altered the flow of students coming into the library. Librarians' and administrators'

perceptions about the realities of a library being the "heart of the university"changed. As these expectations changed, our work needed to evolve with them. To some of us working in Jackson library, the library's presence and contribution became sclerotic. Use continued to decrease, and the library's role on campus became more ambiguous.

The hiring of a new dean significantly factored into our restructuring. Some of the literature on library reorganization reflects this "new dean factor" for kick starting the reevaluation process (Diaz and Pinozzi 27-36; Schoofs 17-19). Lander's previous library dean served from 1968 until 2008. Until 2005, this dean directed a library staff of four professionals, all but one of whom had been working in the library for at least twenty or more years. In 2007, the retiring Reference Librarian had worked in Lander's library since 1965. The next hire served from the early 1970s to 2009; the Serials Librarian (retiring in 2007) began working in the early 1970s as a student worker, transitioning to paraprofessional and then to professional. Another Reference Librarian began in the early 1990s and went to another university in 2005. All of these librarians remained dedicated to the library and the field throughout their careers. However, the series of retirements made room for newly-hired librarians to begin in 2005, 2007, and 2008. This inevitably created tension between the new, tenure-track librarians and the tenured, well-established professionals who were protective of the library they served for so long. As new librarians, we wanted to implement and improve the services that we believed a successful academic library needed to provide in the twenty-first century. A serious liaison program was dramatically non-existent. Instruction generally remained limited to first-year English classes. No real reference desk rotation existed, leaving the desk empty a good bit of the time. Our Government Documents collection failed to match our current user profile. Weeding documents or books was rarely done. Web Services remained slow to evolve. The Serials collection consisted of many expensive and seldom used print subscriptions, even though our databases provided full-text access to most of these titles. The library spent an excessive amount of money on standing orders of microfilm periodicals, also duplicated in our databases. Lastly, but importantly, the traditional structure's vague descriptions of our positions left all decision making at the administrative level of the library, the dean, and one tenured librarian. The new librarians performed day-to-day duties with no real authority or influence over policies, procedures, or management of these areas. Initiatives from the bottom required a great deal of navigation. As a result, even small steps forward developed slowly and had frustratingly little impact.

The year 2009 also became the first full year affected by the national financial crisis of 2008. Lander's administrators discussed at faculty meetings the realities of the state reducing its appropriation to the university by ten to fifteen percent (As of June 2010, this reduction increased to 20-25%). Those realities included furloughs, cost-saving initiatives, cutting sports programs, and a reduction in force. Jackson Library lost three employees: one librarian and two paraprofessionals. Additionally, another paraprofessional in the library decided to retire that year. Six workers and a new dean found themselves having to do more work with one-third less people. Further, the appearance of redundancy concerned all departments, including those of us in the library. Our organization chart simply showed six boxes directly reporting to the dean, with four of them representing librarians: Cataloger, Reference/ILL, Reference/ILL, and Serials. An administrator looking to cut costs and redundancies could easily see two Reference/ILL Librarians on a chart and decide that, in a tight budget crisis, the university could get by with one. Our bare-bones department, however, knew we could not survive with one less librarian or paraprofessional. Once we started outlining and reevaluating our roles and daily responsibilities, we showed that the contributions of everyone still in the library thinly met all of the requisite responsibilities and that the loss of even one staff member would leave significant gaps in our service to the students, faculty, and staff.

Literature Review

The literature on library reorganization covers libraries of all stripes reorganizing and addressing the changing roles of libraries. Some libraries regroup because of emerging trends; others address budget concerns. Below is a description of some of the most often cited articles that relate to our process.

Harvard librarian Susan Lee writes about how Harvard's library created a task force to evaluate its weaknesses because they foresaw that academic libraries and their respective universities began moving away

from models of “fixed multi-year time frames” and toward models that reflect “a growing awareness that research libraries may be [perennially changing]” (Lee, 225).

Joseph R. Diaz and Chestalene Pinozzi of the University of Arizona discuss how their university reorganized in 1991 by utilizing task forces that “first [focused] on identifying strategic assumptions, aspirations, and principals needed to be built into a new organization”
(28). Diaz and Pinozzi note that Arizona’s leadership recognized that libraries were changing, but that cutting costs remained a high priority “amidst this fiscally challenging environment” (27).

Higa et al. speak of an “evolution from print to electronic resources and services”, which led the University of Texas Southwestern Medical Center at Dallas Library to reevaluate their “outdated organizational structure [that] had been in place since 1998” (41). The project, titled Organizational Efficacy Initiative, “established a strong guiding coalition to provide the necessary leadership for the project” in 2002 (42).

Bob Schoofs in “Abolish the Periodicals Department” almost inimically describes our Continuing Resources Librarian’s work with periodicals, as he details the dissolution of the periodicals department during Grand Valley State’s library restructuring in 2005 (17-19). An appointed library council determined that the library spent too many resources on underused areas, such as distance education and print periodicals “at the expense of other more critical needs (like effective liaison relationships with academic departments on our campuses)” (18).

Sara M. Pritchard, University Librarian at Northwestern, does not outline a specific reorganizational model for a library. Instead, she describes, in a somewhat esoteric way, the thoughts of many (but not all) librarians and administrators working in academic libraries today. She argues, “We need to ‘deconstruct’ the stereotypical categories of library resources and services, while sustaining the core concepts and models that still shape the nature of our profession. What we keep seeing in the digital environment is that our tools and locations are changing, but our goals and values are not” (220).

The Vice Provost for Libraries at the University of Connecticut, Brinley Franklin, explains that “advances in information technology, the increased cost of higher education, an aging academic library workforce, and a serious economic downturn . . .” became his library’s reasons to reorganize and align the library’s mission tighter to the University of Connecticut’s core mission (495-496). A library organizational development consultant “introduced the staff to a systems model of organizations” based on Dr. W. Edwards Deming’s 19th-century model designed to hone efficiencies and increase production during the industrial revolution. The consultant helped them understand that “the UConn Library had not been effectively using the feedback it was receiving from its customers to redesign its work processes in ways that would improve outcomes and help the libraries to best achieve its mission ... “ (Franklin 497). Lastly, while not about libraries directly, John Kotter’s *Leading Change* addresses organizations’ need to recognize when and how to change effectively to meet the demands of increasingly competitive markets.

Our Process

The first step for us involved the new dean asking us to write a proposed, ideal job description for ourselves. The descriptions included our individual interests, our current duties and responsibilities, and a preferred title. Each draft involved a conversation with the dean, and a series of drafts and conversations led to a finalized description.

Continuing Resources Librarian

I welcomed the opportunity to revise my position. When I began working as the Serials Librarian in 2008, I spent most of my time managing print journal subscriptions, checking in periodicals and sending items to the bindery. Our online databases accessed more than seventy-five percent of our 365 print subscriptions. I suspected, and was correct, that fixing this costly imbalance would radically change my job. Less than a year

later, the budget crisis hit our school, and the university's president mentioned in an interview to our local paper that the cuts would include library periodical subscriptions. I worried that, unless the position evolved, a Serials Librarian might be considered superfluous.

The first step in rewriting my position description involved a conversation with my dean. We brainstormed some scenarios for my future role. We talked about adding cataloging duties since our Cataloger would be retiring soon. I wrote a list of what I currently did, what I did that overlapped with my colleagues, and what I was interested in doing. From there, we discussed at length the future of print serials in our library. I decided to perform an audit of the collection, breaking down titles by university department, cost, and full-text presence in our databases. Since the Web Services Librarian already managed our databases, my dean and I seriously considered adding cataloging duties to my role. I found this situation delicate, because I worried that the current Cataloger, slated to retire soon, would think I was swooping overhead, waiting for the position. Additionally, my experiences with cataloging were limited to what I learned in library school. I worried that the paraprofessional I would be supervising and my colleagues might view me as poorly qualified. However, my colleagues proved to be very positive. Because of this and my interest in becoming a cataloger, I felt comfortable adding cataloging to my responsibilities.

The next step, selecting a title, proved more difficult than I imagined. The traditional title of Serials Librarian inaccurately reflected what I would be doing. As I mentioned earlier, I also feared that the university administration might view the Serials Librarian position as unnecessary and eliminate it. So, I scoured the job postings on the North American Serials Interest Group website for inspiration. I saw titles such as Content Management Librarian, Information Content Librarian, E-Resources Librarian, and Continuing Resources Librarian. Continuing Resources Librarian felt like a good fit because the title serves as an umbrella term for both Serials and Cataloging. While the culture in our library leans more traditional than trendy, I went with a non-traditional title, knowing I could always change it down the road. During the process, our dean repeated that our titles remained fluid and could be changed after asking the question, "Is this the right way to describe what I do moving forward?" In fact at this point, my duties changed even more once I became the primary cataloger, and I am reviewing my title and job duties all over again.

Coordinator of Reference and Instruction

For my revision, I first listed the areas I was responsible for and then created a preferred hierarchy of these responsibilities. Since 2007, my title was Reference/ILL with Archives. While I enjoy working with archives, I did not want Archivist as a part of my official title. Lander is a small, public university. We do not possess the money, space, or a wide range of archives that many private, small colleges or large universities have. I worried that archives might be viewed as an auxiliary service that could be eliminated (along with the archivist) in an extreme cost-cutting scenario. Through our conversations, I realized that the dean's vision included three positions covering all the major areas of the library so that, if he was asked to eliminate one, he would be able to show that cutting a librarian would result in a serious collapse in services from the library. Since most of my time and interest centered on Instruction and Reference, I listed Instruction at the top, followed by Reference and then Archives. My belief was, and is, that Reference and Instruction remain staples in most academic libraries, including ours.

Selecting a new title provided more challenges than prioritizing my list. My first title was Public Services Librarian, which the dean thought remained too vague. He also suggested that I should add some language that reflected management or supervision in my description, such as "*coordinates* library instruction and reference services", and "*supervises* archive processing". For a title, he suggested Head of Public Services. I worried, unnecessarily, that this title might come across as too ambitious to my colleagues. I decided on Coordinator of Reference and Instruction. It still recognized a responsibility over two important areas but left me with some room to grow and work my way towards a Head of Public Services position as I moved forward in my career.

This process of reworking my job title has certainly benefited me. When I came to Lander in 2005, I was the first new hire in almost fifteen years. I spent a good portion of my energy getting out of the shadow of the librarian that I replaced. The reorganization allowed me to redefine a role that is more suitable to me, rather than trying to reinvent someone else's role. Listing out my responsibilities gave me a clear vision of where I spent the majority of my work. I devoted a good deal of time to Reference and Instruction, but was also delegated most things "computer-related". This pointed to two possible job titles: Electronic Resources or Systems Librarian. When we first met, the dean mentioned that he thought there was a correlation between what I do and what a Systems Librarian does. I definitely did not want to be labeled a Systems Librarian, especially with the talk of a possible IT-Library merger being floated around. I feared being merged into an IT role that left me sitting in front of a computer all day since many Systems Librarians are responsible for programming in web languages like Java and PHP or dealing with information architecture. I wanted to keep my focus on helping students and faculty from the front lines rather than spending the majority of my time programming in front of a computer. The title Electronic Resources Librarian seemed more applicable to me, but I worried that it would overlap with the Serials Librarian's responsibility of managing an increasing number of electronic journals. Therefore, Web Services Librarian seemed like a more natural fit, and it allowed the dean to spread the three of us over three major areas of the library.

At that time, there was no coherent Government Document strategy in the library. The duties had been split between the Cataloger, Dean of the Library, and an Acquisitions Assistant (a position we lost in the transition). I had never envisioned myself as a Government Documents Librarian. When the opportunity presented itself, though, I saw an opportunity to expand my skill set and to step up and provide another tangible service to the library because no one else had the same interest in it as I did. Now, I enjoy working with Government Documents and spend more of my time working with the documents than I do the Web. Also, as the dean noted throughout this process, he intended to shepherd us into our current positions so that we could be marketable for the future. With this in mind, we centralized the job duties by making me the person responsible for Government Documents. With a singular vision and diligent student workers, we are shaping the collection into a more user-centered collection of core materials that is relevant to our patron base, and I am gaining valuable experience working with a core part of our library's collection.

Conclusion

The reorganization "fixed" some critical issues for us. First, we reinvented ourselves as a means of self preservation. We alleviated the fear of appearing redundant or purposeless by redistributing some of our work and clearly defining our true roles in the library, correcting the false representation that the original organizational chart reflected. Also, the traditional model that we followed before the reorganization left no room for input from those working "down and in". Instead, we performed day-to-day tasks handed down the chain. Moreover, the organizational make up's nebulousness caused confusion and frustration because roles remained undefined. Conversely, from the beginning of the reorganization, our new dean provided us with the opportunity to supervise the areas we selected to cover. Now, rather than appearing as changeable cogs, we each meet a unique set of responsibilities. As stewards and points-of-contact for our respective liaison areas, we provide outreach services, collection development, instruction, reference interviews for students and professors, and general support to our designated academic departments. While the dean holds veto power and consults with us, decision making does not always work from top to bottom but instead reflects out from its respective steward and moves laterally. This change benefits not only us but the library's role on campus. Allowing the librarians to make choices and policies keeps us more effective and efficient than before the reorganization, crucial requirements for a small staff doing the same amount of work with one-third less people in a constantly changing environment. We reach out with a more focused and succinct mission. Other positive results include the erosion of anxiety caused by the existential crises we experienced before the reorganization. Each of us feels more secure in our positions and has a clear understanding of the distinct roles we provide to our organization. We also experience more pleasure in our work because of our empowerment and ability to learn and grow while improving our library.

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Ne How, Hola, Welcome: Coordinating and Providing Meaningful Library Services to International Students

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Abstract

Since 2008, Saint Louis University has experienced a substantial increase in international student enrollment in the English as a Second Language (ESL) program. To respond to the academic needs of international students, the library partnered with the ESL office, the Writing Center and other University entities to provide coordinated programs and services specifically tailored to this burgeoning community of students. Effective library initiatives include mapping the library instruction sessions to the ESL curriculum, informal brown-bag gatherings, individual reference sessions, and LibGuides tailored to specific assignments. Currently there are eight courses, three levels of ESL reading classes and five levels of English classes, with six corresponding library instruction sessions. Using constructivist and interactive learning techniques, each library session builds on the one before, highlighting skills matching the course assignments. Assessment of library instruction creates a flexible environment to restructure individual sessions, ensuring student success.

Introduction

Higher Education is a haven for diversity: in abstract terms through study and thought, in practical terms represented in the varied members of the university community. International students are an integral part of this diversity in higher education because they provide knowledge, insights and experiences that enrich many aspects of university life. Providing meaningful library instruction is a vital component to imparting information literacy education to the entire university community but is especially important when working with international students.

Brief History of Studying Abroad

The lure of studying abroad has a rich history dating back to ancient Greece and the Platonic Academy that was founded in Athens around 387 BCE. The practice continued during the Roman Empire with students studying not only in Rome but throughout the Roman Empire, e.g. Marcus Tullius Cicero, one of the most famous Roman philosophers and orators studied in Athens. Students studying at centers of learning beyond local areas continued in the Middle Ages as a result of a revival in the study of Greek and Roman texts as well as the introduction of Arabic scholarly work by the Moors in Spain. In the Western World during the High Middle Ages centers of learning evolved from cathedral schools and monasteries into the University model. At that time the University of Bologna, the University of Paris, and the University of Oxford became the first secular centers of learning drawing students from across Europe to the study of higher learning. During the Renaissance young men of privilege toured many countries to supplement their scholarly and cultural education. This practice became known as the Grand Tour with young women participating in their own Grand Tours around the turn of the nineteenth century. In its essential sense, the Grand Tour continues to the present with students traveling and studying around the world as part of either a formal curriculum or informally through unaccredited programs (Bevis 15-16, 20-21, 28).

Institutes of higher learning were founded in the early North American colonies, in part, to encourage colonial students to study at home in the hopes of building and reinforcing a strong national American identity; Thomas Jefferson was an especially strong advocate of quality education in America. Although University systems in Europe were well established and drawing large numbers of international students, institutes of higher education were just beginning to expand in the United States with 19 new colleges chartered in America between 1782 and 1802. Nonetheless students from Latin America and the Caribbean were attracted to the new American universities. One of the first documented international students to study in America was Francisco de Miranda, who fought for the liberation of Venezuela, and in 1784 enrolled in Yale. Alexander

Hamilton, a distinguished patriot during the American Revolution, was born on the Caribbean island of Nevis, but received his higher education at Columbia (Kings College at that time) College, New York. Other Latin American students soon followed and enrolled in the University of Virginia, the Institute of Chappaqua, and Cornell. Yale accepted its first Chinese student in 1854. Throughout the mid nineteenth century international students regularly selected American colleges and universities and this trend continues to the present time (Bevis 32-33, 40, 42).

Current International Student Statistics

Campuses across the United States are now (since 2008) facing an upswing in enrollment numbers for international students. The Institute for International Education, a membership organization, releases an annual report entitled *Open Doors* every November that outlines and discusses issues regarding international students. A press release for the *Open Doors 2009 Report* entitled "Record Numbers of Students in Higher Education" cites an 8% increase in international student enrollment for the 2008/2009 US academic school year: the largest percentage increase in international students since 1980/1981. Furthermore, the press release lists new total enrollment (200,460) and total enrollment (671,616) of international students, both at record levels. In addition to enrollment figures the *Open Doors* report tracks the impact on local economies from international students and submits the figures to the National Association for Foreign Student Affairs (NAFSA) for analysis. At a time of tight university budgets when tuition dollars are being stretched, the revenue derived from international students is an attractive and important means to make ends meet. In the 2008/2009 academic year alone, the NAFSA report, *Economic Benefits of International Education to the United States,* estimated the combined net contribution of international students and the families to the United States economy at $17,657,000,000.00. The present record increases in foreign student enrollment in institutes of higher education are also occurring in other countries such as Great Britain, Australia, and China. In keeping with the pattern established by other higher education institutions across the United States and throughout the world enrollment of international students at Saint Louis University has grown rapidly in the last two years. International student enrollment figures in the ESL program for the 2007/2008 academic year were 55 students. In the 2008/2009 academic year the number of enrolled ESL students skyrocketed to 165 and then increased again in 2009/2010 to 212. The estimated enrollment of ESL students at Saint Louis University for the 2010/2011 academic year is 250. The impact on the teaching faculty dedicated to international students at Saint Louis University was significant with the staff increasing in two years from one full time faculty member and four adjuncts to three full time faculty members and 24 adjuncts.

Libraries and English as a Second Language Programs in Higher Education

A central tenet of most library missions includes a statement supporting the teaching, research and service needs of University communities. The needs of the international student easily fall under the purview of the library mission, but there are challenges in accurately determining international student library needs in order to address appropriate library responses in the form of instruction and service. As with most library instruction sessions, collaboration among university partners is key to successful student outcomes. A thorough understanding of goals and aims of each institutional program for international students is critical to provide the insight that enables each institution to discern and design appropriate library services for this special patron group.

Like all academic specialties, a plethora of acronyms pepper the discipline lexicon for ESL and librarians wishing to support necessary services should become well versed in international student program terminology. Higher education programs for international students typically cover three separate areas: English as a Second Language (ESL); English for Academic Purposes (EAP); and Intensive English Program (IEP). English as a Second Language (ESL) is probably the most commonly known program; its major focus is to provide opportunities that increase conversational, reading, and writing skills, as well as offering content specific information regarding course content. EAP programs focus on terms and vocabulary that are specific to course content; they operate under the premise that student needs for any particular course and subject matter necessarily govern the English language instruction. In many EAP courses the student needs critical to success in the course or area of study are clearly defined, and from this a set of language skills are designed that aim to support student success (Liyanage). Often a language proficiency prerequisite is required to enroll

in EAP classes. EAP is part of a larger language pedagogy know as English for Specific Purposes (ESP). IEP is found in both the ESL and EAP curricula, often in identified courses that focus on concentrated language acquisition typically over a brief period of time.

There are standard tests of English proficiency used to evaluate how well international students understand written and spoken English. The most recognized of these tests in higher education is the Test of English as a Foreign Language (TOEFL) produced by Educational Testing Services (ETS). There are other tests like the Test of English for International Communication (TOEIC), Test for Spoken English (TSE), and Test for Written English (TWE) that measure written and spoken English comprehension and usage but the TOEFL assesses English usage and comprehension ability specifically for an academic setting. The British equivalent of the TOEFL, the International English Language Testing System (IELTS), is also accepted and used in many American universities and colleges.

ESL at Saint Louis University

At Saint Louis University the English as a Second Language (ESL) program has been administered, for the last several years, by the Modern and Classical Languages department in the College of Arts and Sciences. Prior to this, the ESL program was either an independent department or for a short period during the 1990s associated with the English Department. The program primarily aims to provide international students with the language and academic skills necessary to pass the TOEFL exam. At the same time the program enables international students to enter the undergraduate or graduate program of his/her choice with the necessary written and oral English skills to successfully complete the degree program. The length of time a student remains in the ESL program depends on the level at which the student enters the program, typically between one and two years. The current program has two different curricula with specific courses assigned to each area: ESL and EAP. The ESL curriculum has over 20 individual course offerings, which focus on conversational language and academic language, teaching speaking, listening, reading, grammar, and written skills. The EAP program has seven course offerings with minimum TOEFL requirements associated with each course. Throughout the fall and spring semesters library instruction is provided for five of the ESL classes and three of the EAP classes.

Coordinating ESL Library Instruction

Assessing Student Needs for ESL Library Instruction

Creating effective library instruction sessions involves assessing student needs, time constraints and resources available, followed by designing a learning environment that is engaging, safe, and relevant. Creating effective library instruction sessions for international students contains an additional element - cultural competency. Cultural competency was used initially in the health care and mental health disciplines to describe the skills needed to provide quality service to patients from diverse backgrounds. It is now used generally to describe the ability to effectively communicate and respect differences across cultures. The *National Center for Cultural Competence* at Georgetown University lists five elements necessary for culturally competence: value diversity; conduct self-assessment; manage dynamics of difference; acquire and institutionalize cultural knowledge; and adapt to the diversity and the cultural contexts to the communities they serve. Successful library sessions are not created in isolation but are the result of partnerships, factors, and services from the university community. Assessing student needs is accomplished by a number of factors. One of the first steps in designing effective library instruction sessions is to know and understand the progression of courses a student takes within the prescribed program. The course progression in the ESL curriculum at Saint Louis University begins with reading and speaking courses (ESL 80, ESL 90, ESL 92), continues with writing and expression classes, and culminates with advanced composition and rhetoric classes (ESL 120, ESL 150, ESL 190). The final course (ESL 190) fulfills the undergraduate freshman composition requirement for the English department. Once the progression of ESL courses is known, curriculum mapping can help coordinate and differentiate library instruction specific to each ESL course. Curriculum mapping identifies the sequence of course content which in turn determines and tracks necessary skills, time taught, and types of assessment for each course level (English 260). Mapping the library skills needed throughout the

ESL progression of courses develops from basic library catalog searching to complex journal database searching and information evaluation. Library instruction often builds on the skills acquired from the previous instruction. This type of constructivist learning reinforces skills learned and uses the learned skills to construct new meanings and proficiencies with each successive library instruction session. The first ESL courses that require library instruction are reading courses: ESL 80 and ESL 90. At this point the necessary library skill needed by the students is to find reading materials at an appropriate level. Finding these appropriate materials in a library with five floors and over a million volumes can be daunting. For these two courses there are three types of library materials that meet the student needs: leveled readers, curriculum materials, and young adult fiction. Leveled readers are books written for students who are learning English as another language. The goal of a leveled reader is to increase reading comprehension, confidence, and fluency through ranked reading levels that match the current ability of the reader. The titles vary from adapted classics, popular fiction, and non-fiction to original works. Each title is assigned a ranking according to vocabulary with increasing proficiency in vocabulary as the number of levels increase. There are many publishers of leveled readers. Almost all elementary and secondary publishers have leveled readers targeted for younger students. The leveled readers in the Saint Louis University library include titles from Oxford University Press, Pearson Longman, and New Readers Press. The curriculum collection at Pius XII Memorial Library, the special collection of titles purchased to support pre-teaching programs, has additional materials for use by students in the early ESL reading courses. Many of these titles are arranged by grade making it easy for students to find appropriate materials. International students often find non-fiction curriculum collection titles useful for reading assignments as well as introductory research projects. The young adult fiction collection is another area in the library where ESL students can find interesting and appropriate titles for reading assignments.

The formal in-class library instruction for the reading classes introduces the library as place by including a short tour, and focuses on defining the three different types of reading materials. The librarian instructs students in how to search for the titles using the library catalog and then the class uses a number of the titles retrieved from the catalog to physically locate materials in the library. The next courses in the ESL curriculum (ESL 110 and ESL 120) concentrate on written expression. In both courses students write multiple short papers on targeted topics. Often the topics in the ESL 110 course focus on local St. Louis landmarks and activities. The corresponding library instruction for ESL 110 and ESL 120 builds on the instruction the students received from ESL 80 and ESL 90 by expanding previously covered catalog searching skills. In addition, the instruction covers new skill sets involving searching the web, evaluating web sources, and an introduction to paraphrasing and plagiarism pitfalls. The final levels of ESL courses with formal library instruction are ESL 150 and ESL 190, both composition courses with at least one 8-10 page paper and a few shorter papers. The ESL 150 library session reviews paraphrasing and tips to avoid plagiarism. The instruction also introduces digital reference works and basic journal article searches in general databases like *Academic Search Premier*, *CQ Researcher*, and *LexisNexis*. By the time the students come to the library for the ESL 190 course, they are ready to learn advanced searching techniques with general and special databases. The progression of library instruction is similar in the EAP courses with the absence of the early reading classes.

Curriculum mapping is important in deciding when and what library skills to teach, however it is only one piece of the student needs puzzle. With 24 ESL adjunct instructors, it is crucial for the ESL liaison librarian to contact the faculty in order to identify any special requirements or concerns for individual library sessions. For example, there are three instructors for the ESL 80 and 90 courses. Two of the three instructors have a preference for the type of reading materials they want their students to use. Leveled readers are preferred by one instructor, while another instructor requests the students select young adult literature, and the third does not have a preference at all. Frequent and clear communication among the teaching faculty and the library liaison ensures the proper preferred resources will be highlighted during formal library sessions. A final partner that in determining student needs is the student. The liaison librarian should ask questions, allow ample time for questions during sessions, and take informal assessments during classes to make sure the needs of the students are being addressed in a meaningful way. At the end of a recent library session on finding appropriate titles for reading a student asked how much it would cost to check-out a book. He was not

alone in the class as a few of the students thought there was a cost to use materials from the library. The misunderstanding was quickly resolved and opened the door for more questions. Interacting with students outside the classroom is another way to connect with student needs, e.g. university sponsored events and activities like the parade of nations that occurs every spring semester.

Assessing Library Resources and Time Management Issues for ESL Library Instruction

The majority of necessary resources needed by ESL students are found in the existing resources of an academic library. Currently the ESL program at Saint Louis University has a book budget of $1,000.00. This covers the purchase of leveled readers, some subject specific books, and some materials in other languages. Most ESL students at Saint Louis University (approximately 95%) are undergraduates from China, and most of these students major in degree programs in the John Cook School of Business. This is not unusual as the *Open Doors 2009* data table, "International Students by Field of Study 2007/08, 2008/08," lists business majors as the most declared majors of international students with 138,565 out of a total 671,616 selecting business. Business books and other non-periodical materials relevant to ESL students are also purchased with the ESL book budget funds. Additionally the funds are used to purchase recreational literature in the original language of the ESL students. Within the library but in a different department than the one that provides library instruction a special service called the *Living Book* was designed by a Mandarin speaking librarian. This service allows students to make one hour appointments with the librarian in which the student can ask library related questions in Mandarin. There are also a number of ESL student resources outside the library but within the university community, e.g., the undergraduate and graduate writing centers and the Student Success Center. While library instruction is not directly influenced by these resources, communication among the partners helps increase student awareness and the use of these tools.

Time issues are a challenge with most types of library instruction, and library instruction with the ESL courses faces the same concerns. Throughout the ESL curriculum, the formal in-class library sessions typically involve only one 75 minute class per course. For this reason curriculum mapping and the tailoring of library sessions to course objectives is vital in order to make the single sessions relevant and reinforce library competencies without redundancy. In view of the limited formal class time with regards to library instruction, it is critical to inform the students about library support outside the classroom. To this end the librarian at every library session reviews the purpose of the ESL liaison librarian, highlighting the different services and modes of communication available with the liaison librarian: formal and informal individualized; one-on-one sessions; email; chat; and phone reference. The number of individual ESL one-on-one sessions with the liaison librarian last year was 31, an increase from the previous year of 75%.

Instructional Technology for ESL Library Instruction

Once the student needs, resources, and time issues are determined, constructing a positive environment for learning is important. Providing varied instructional technology is valuable in keeping students engaged and on task. Even the most dedicated and enthusiastic student can be disengaged during a library instruction session and when language challenges are added to the equation, library session success is at risk. In fall 2008 an ESL LibGuide was created to address all ESL/EAP library information needs. Having a single portal for ESL library resources enabled the students to quickly learn where to go for information and how to use library resources. The dynamic nature of LibGuides enables librarians to add and adapt library resources to respond to changing student needs. Clickers can provide quick, relevant, and entertaining informal assessment during a session. For example, clicker questions include asking students to accurately read and arrange call numbers. SMART Boards give students an opportunity to actively participate in instruction by identifying key concepts in a search strategy or listing synonyms for search terms, often a challenge for international students. In fall of 2009, iTALC was installed in the library classrooms. This software allows the librarian to project individual student workstation screens on a larger classroom screen enabling students together to work on questions from individual screens. Keeping abreast of current instructional technology is a benefit to providing meaningful instruction. Professional development in the form of conferences and workshops and professional literature are excellent means of learning new teaching strategies. At Saint Louis University, the Reinert

Center for Teaching Excellence helps faculty hone their teaching skills through brown bags, workshops, and newsletters.

A special but small group of students within the ESL program at Saint Louis University are the graduate students. Their individual needs are similar to the undergraduate ESL students but often they have additional library needs. Although there are no formal library sessions associated with the 400 level ESL courses, the students have some type of library instruction session within their graduate coursework, particularly those at the Ph.D. level. In addition to the classroom instruction session, the liaison librarian recommends individual in-person meetings with the ESL graduate student. Topics generally covered during the in-person meetings included detailed discussions of library resources, tests and measures for qualitative and quantitative research, and help with conducting literature reviews.

Cultural Competency

The final element to successful library instruction for international students is present in all others types of library instruction, but is often underrated or unnoticed. In most typical library instruction sessions the instructor and the students share a common culture. The values, beliefs, attitudes and assumptions of a shared culture can be taken for granted, however, when teaching library skills to international students; sensitivity to cultural differences and perceptions is critical. For example, during a spring 2010 routine library tour that included a visit to the media collection some Chinese students were disturbed by videos on the Falun Gong movement. Another Chinese student was disturbed to see a displayed map of the world with Taiwan listed as a country. Incidents such as these should be treated with respect and concern, giving the students time to express their beliefs and time to discuss why the items are in the collection. Opportunities to increase cultural awareness are found throughout the campus. The library collection has helpful titles like *CultureGrams, Do's and Don'ts Around the World* and the *Global Etiquette Guide* series. The Office of Diversity and Affirmative Action, the Office for International Students, and the

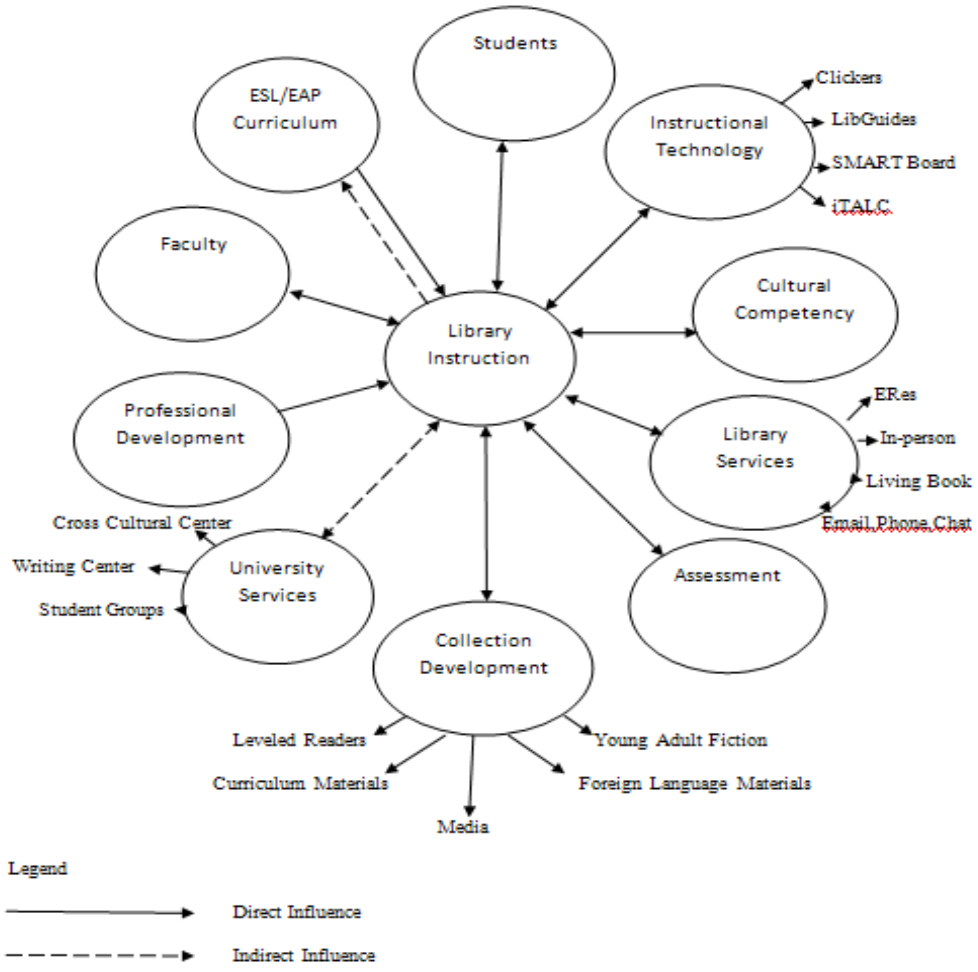

Fig. 1. Partners and factors influencing library instruction for international students.

Cross Cultural Center provide workshops and sponsor campus wide events celebrating diversity. Student groups can be educational and entertaining sources for learning about different cultures; at Saint Louis University, student groups also provide a number of events throughout the year. For the last five years the Muslim Student Association has sponsored a fast-a-thon during Ramadan asking students of all faiths to observe a day of fasting together and breaking the fast with a large banquet at sundown. Every spring semester the Indian Student Association and Filipino Student Association host evenings of native song and dance. A.S.I.A., the Asian Students in Action Association hosts events to help promote Asian and Asian American issues and awareness (see fig. 1).

The ESL program at Saint Louis University continues to grow and attract new students from around the world. Providing effective library instruction to this special group of patrons is both an honor and an important part of the international student experience. As is evident from the large number of foreign journals now published in English as well as the number of foreign authors choosing to publish in English rather than or in addition to their native language that English is becoming the lingua franca of the scholarly world. With the majority of students and scholars as non-native English speakers, it is critical that librarians embrace and meet the exciting challenges of providing meaningful library instruction to patrons from around the corner as well as around the world.

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Access to Video Material in Academic Libraries

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Abstract

As video material becomes integrated into library teaching and patrons' expectations of library material, academic libraries must decide on how to provide access to this important material. Individual libraries find themselves making decisions based on how the library can best serve their patrons. Library departments must collaborate and make policy decisions.

This session will discuss trends on access to video material in academic libraries as well as a case study at one library. The session will cover subject/genre access points, classification, housing, location, and lending of video material. The focus is primarily on fiction and non-fiction DVDs. Additionally, the presentation covers access to video streaming material, historical VHS, and other video collections.

Reference E-Books: The Other Hidden Collection

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Abstract

Traditional print reference collections have been reduced significantly over the past few years, as the preference for and the availability of electronic resources have increased. Librarians at the University of Kansas are concerned that the growing number of reference e-books in the collection are underutilized. There is a clear need to promote these resources to both library reference staff and users who are unaware of the numerous reference titles purchased individually or contained in electronic packages, such as Credo Reference. Although records for individual titles, from online reference collections and those purchased separately, are loaded into the online catalog, there is currently no easy way to browse the electronic reference collection.

Promoting this "hidden collection" is essential for the benefit of both reference staff and users. The Libraries also want to maximize the return on investment (ROI) for the cost of providing access to expensive reference e-books. Initial steps to be discussed include:

- An internal guide for library staff on how to find the titles in the catalog and demonstrating the process to them
- A public LibGuide that directs users to the online reference collection
- Identification of reference e-books in subject-specific LibGuides
- Promotion of reference e-books by subject librarians to their departments and in instruction sessions
- Addition of local fields to MARC records to easily identify reference e-books for improved discovery

This presentation will outline the issues, offer solutions, and discuss progress at the University of Kansas Libraries. The ultimate goals are to improve discovery, access, and use of the reference e-book collection.

Copyright 0 to 60 in One Year

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Abstract

In 2009, Eureka College's Melick Library set a goal to move away from physical course reserves shelved behind the circulation desk and into the twenty-first century by offering electronic reserves. As we explored our electronic reserve options we quickly became aware of a bigger issue on campus: the lack of any sort of institutional copyright policy or education. The librarians met this challenge by educating ourselves on current copyright/fair use practices and legislation and then crafting our own policies. With the support of our provost and campus administrators, the library began hosting workshops and presentations for faculty and staff informing them of the new policies, guidelines, and practices being created. With a copyright policy in place, we were then able to create and implement reserves and course-pack policies. We crafted reserve request and fair use compliance forms to establish documentation of the thoughtful application of fair use guidelines as well as securing permission to duplicate documents for educational use and distribution. The library's initiatives have prompted a campus-wide dialog on the importance of ethical education practices, the importance and draw-backs of copyright law, electronic access to course materials, and integrating course management software with our curriculum. A little over a year later, we find our education and implementation to be well accepted, respectfully debated, and has provided increased opportunities for the campus to recognize the essential functions of the library.

Getting Ready to Go Mobile: A Primer for the Uninitiated

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Abstract

Smartphone and 3G device ownership grew by 6% during 2009. Over 17% of mobile devices are now designed for web surfing. The increased interest in smartphones combined with the unlimited data plans offered by many providers/carriers is fueling a surge in mobile web use. How is the shift in mobile use affecting libraries? How can librarians find out if the traditional library desktop website is being accessed by patrons via mobile devices? What are the fundamentals of mobile website design? What services should libraries consider making available to their mobile users? What options are available for no-cost or low-cost library mobile catalog interfaces? Is there a way to achieve this aim despite the lack of technical expertise on staff?

This workshop will provide specific, practical advice and strategies for developing a library website and catalog interface for your library. We will look at the free PercentMobile service and Google analytics as means for tracking mobile device traffic; examine basic design principles for mobile site development; and look at no-cost options for creating a mobile catalog interface for an Innovative Interfaces ILS and examine the low-cost Library Anywhere mobile catalog interface from LibraryThing.

Author/Title Index