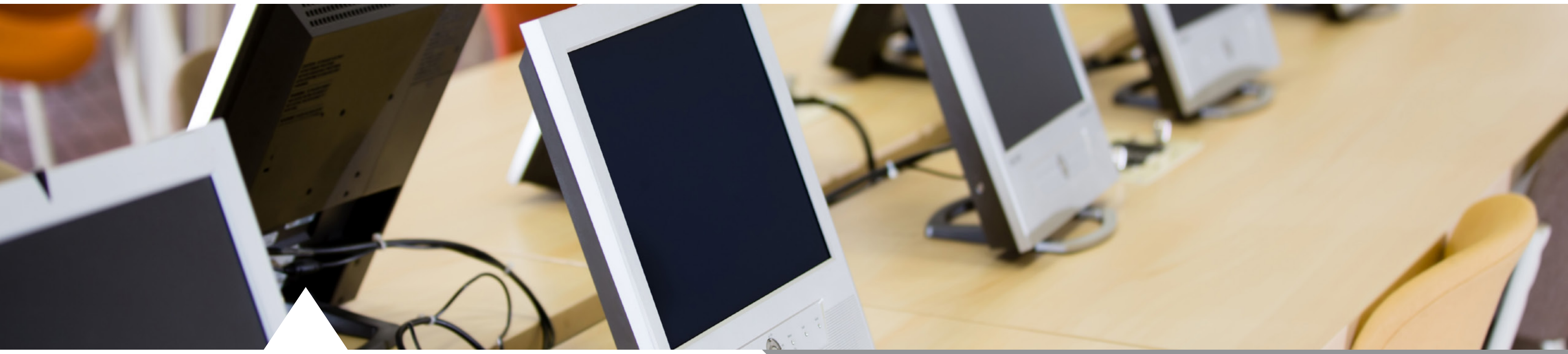
» "Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open."

–LAURA BUSH

Strategic Library™



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Eavesdropping on the User Experience

» Learning how students perceive the library through Yik Yak

BY ELIZABETH PRICE AND REBECCA RICHARDSON

Social media is increasingly an outlet for customers to discuss their service experiences. A 2014 survey by VentureBeat Insight found that we complain 879 million times a year on social networking sites.[1] Companies such as Dell, Verizon, and Comcast have dedicated service personnel on platforms such as Twitter in order to make sure these complaints are not going unanswered and consequently diminishing the brand's reputation.[2]

Yet a recent survey showed that only 16% of librarians view social networking sites (SNS) as having an "extremely important" customer service function as a tool to solicit complaints, suggestions, inquiries, and feedback. The overall knowledge gathering via this method has also

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been described as "underused and underexplored" among libraries.[3] As Lydelle Gunton and Kate Davis noted, "Outside of libraries, there is a general awareness of the need to listen in to chatter in social media spaces in order to monitor brand and reputation, and importantly, to respond to customers and engage in dialogue with them. In this way, [social media] becomes a channel for service recovery, through which organizations can proactively address the concerns of customers."[4]

On the Murray State University (MSU) campus, a social media application called Yik Yak gained popularity among students in 2015. Curiosity led a few librarians to download the app, and we were surprised to discover that our libraries were frequently a topic of discussion. Users posed questions about our hours or services or complained about the facilities or resources. Monitoring the feed has enabled us to surreptitiously eavesdrop on the user experience and to potentially use what we learn to improve our services.

WHAT IS YIK YAK?

Yik Yak is a free mobile app that essentially creates a "local bulletin board" where users can pose questions, make jokes, brag about their exploits, or get support from a virtual community that is defined by the geographic location of your mobile phone.[5] It is available for both iOS and Android devices. Posts are referred to as yaks, and users can upvote yaks they like or exchange replies with the original poster. Geofencing restricts the conversation to a "herd" of users within a 1.5- to 10-mile radius. Yaks that are deemed offensive, unimportant, or negative can be removed from the feed permanently with downvotes from five users.

When it launched in 2013, the app touted the anonymity it offered users. But like JuicyCampus in the late 2000s, this feature opened the door for cyberbullying and cruelty. In response, Yik Yak focused its target audience to users 18 and older and disabled the app on school campuses below the college level.[6] Yik Yak further tries to restrict gossip by banning posts that contain personally identifiable information such as names, phone numbers, or social media profiles and prompting users to think carefully about whether a "yak is cool to post" if it contains threatening or abusive language. In addition to self-policing through community downvoting, users can flag posts as abusive, offensive, or sexually explicit and ban users who are repeat offenders.

By January 2016, Yik Yak had spread to more than 2,000 college campuses in the United States. This happened even as 72 women's and civil rights groups have pressured the federal government to protect students from online harassment through Yik Yak and similar products.[7] Recently integrated Yik Yak features have reduced the strict anonymity that had been the app's trademark, enabling users to post under self-selected handles and to enter private chats with others. However, posting or replying entirely anonymously is still an option for those who prefer it.

WHAT WE LEARNED

We began systematically capturing any mention of Waterfield (our main library), Pogue (MSU's special collections library), or the word library, on the local Yik Yak feed during a six-month period from November 1, 2015, through May 15, 2016. There is no way to archive yak transcripts as text, so screenshots were captured on iPhones and then typed into an Excel spreadsheet. It is impossible to say whether this was every library yak during the time period because yaks could have been downvoted or fallen off the main feed in between the times we checked the app each day (morning, afternoon, evening, and night). In total, we collected 51 questions about library services asked on Yik Yak, and 67 posts that provided feedback about students' library experience (either compliment or complaint).

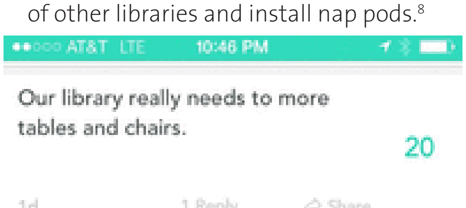
Three librarians then coded each yak in the feedback category as being positive, negative, or neutral. Overwhelmingly, the comments that were posted were viewed as negative (85%). The complaints mostly confirmed problems that we already had identified and were related to our main building, which was a student center before being converted to a library in the late 1970s. Students voiced their frustrations about classmates who did not respect noise zones (15%), the lack of computers, tables, and electrical outlets (14%), fluctuations in the building temperature (13%), the state of the library bathrooms (5%), and even how the library smelled (4%). The most frequently asked questions were about Waterfield Library hours (16%) and how they could use

» **Libraries need to be more proactive about documenting what their users are saying on social media and put that information to use in making strategic decisions about library services. This likely will require staying abreast of the conversations happening on both established sites like Facebook and Twitter and identifying the possibilities of emerging apps like Yik Yak or whatever emerges next.**

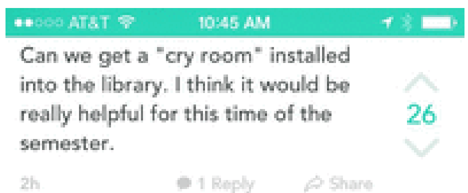
the copiers, printers, and scanners in our main computer lab (9%).

Takeaways that can be parsed from the yaks include:

- Daily hours were not immediately identifiable to users on the library website. The hours also were not properly displaying when searched in Google during the spring 2016 semester, a situation we have since fixed.
- Signage could be improved for the location of the bathrooms and the copy machines. The copy machines might benefit from directions similar to those currently on the scanners as Generation Z students become less familiar with this technology.
- More computers would be beneficial, and we might want to explore policies about the type of computer usage permitted during peak times in the semester. Another alternative might be creating additional stand-up, 15-minute work stations to allow students to print quickly when they are short on time.
- Students like the different noise zones and are fierce about enforcing the quiet areas, but perhaps they could use a little more help from staff in this ongoing battle. More computers in areas that are considered quiet zones would be welcome.
- The appropriateness of napping in public is a surprisingly divisive issue among students. Perhaps we should follow the lead of other libraries and install nap pods.[8]



In all, these topics might be worth discussing as part of the user experience and institutional planning priorities. We know that we have too few seats, study rooms, and even computers. The electrical limitations of our current building severely constrain our efforts to increase the number of outlets, although we had already attempted to remedy this during a remodeling project in summer 2014 that added chairs with outlets and USB sites. The bathrooms on all three floors of the library were remodeled in fall 2015.



Overall, the complaints show that we have an aging building that does not meet all of the needs of modern students. A capital project to build a new main library at MSU has been tabled in favor of renovating and expanding the existing building. Even this project has no concrete timeline because of state and university budget issues. Could data collected from Yik Yak be used to persuade administrators to prioritize a new library or simply to show how essential the library is for our students? Perhaps, particularly if combined with more traditional data gathered through surveys or focus groups. Unfortunately, Yik Yak's anonymity means we cannot tell how many of our users are complaining, or whether it is the same person griping over and over, or even whether library staff members are the source of the complaints (after all, there would be no way to prove it wasn't us).

CONCLUSION

Although some librarians might fear that students will view collecting information shared on social media as an intrusion into their private space, Ana Isabel Canhoto and Moira Clark found that concern may no longer be valid. "Customers have gone beyond accepting that firms eavesdrop on social media conversations. Instead, they expect companies to interact with them and to offer support across an array of platforms, even those not traditionally thought of as a business channel, for example Facebook."[9] Indeed, some users view complaining on social media as a way to influence outcomes.[10] If we are not listening, how will students know we are responsive to their needs?

Libraries need to be more proactive about documenting what their users are saying on social media and put that information to use in making strategic decisions about library services. This likely will require staying abreast of the conversations happening on both established sites like Facebook and Twitter and identifying the possibilities of emerging apps like Yik Yak or whatever emerges next. Steven Bell put it best when discussing his library patrons' tweets, "Their [posts] can provide valuable

» **Libraries need to be more proactive about documenting what their users are saying on social media and put that information to use in making strategic decisions about library services. This likely will require staying abreast of the conversations happening on both established sites like Facebook and Twitter and identifying the possibilities of emerging apps like Yik Yak or whatever emerges next.**

intelligence in improving what we do and how we do it. It can help us repair what is broken or build something new and better. ... Why wouldn't we want to use it to provide a better library experience?"[11] ■

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Administrative Support for Library Services for Veterans

» How to expand outreach to these deserving communities

BY LORIENE ROY

INTRODUCTION

Increasingly, attention is being paid to providing library services for military veterans. In fact, three fourths of the general public now says that public libraries should definitely offer programs for active military or veterans (Horrigan, 2015). In May 2016 we found that over 70 public libraries in 40 states provided some services for military veterans ranging from content on websites to book clubs and information fairs (Roy et al., 2016). ALA's Washington Office (ALAWO) based its November 2016 fact sheet, "Libraries Help and Honor Our Veterans," in large part, on content in our article (American Library Association, 2016; Roy et al., 2016). A book called "Serving Those Who Served: Librarians' Guide to Working with Military and Veteran Communities" is scheduled for publication in early 2017 (Mulvihill & LeMire, 2017). The U.S. Institute of Museum and Library Services (IMLS) has funded several projects that launched statewide demonstration projects. This included the *Veterans Connect @ the Library* programs at public libraries in California that was developed in collaboration with the California Department of Veterans Affairs (*Veterans Connect @ the Library*, 2016). Speakers address this topic at state and national conferences including a program, "Boots on the Ground" at the 2015 American Library Association (ALA) Annual Conference (Hoppenfeld, 2015) and our panel on "Services to Those who Serve: Library Programs for Veterans and Active Duty Military Families" at the Public Library Association 2016 National Conference in Denver. And, as has been observed, the one topic both 2016 U.S. Presidential candidates shared was an interest in support for military veterans.

IMLS also recently funded our one-year planning grant, "Libraries and Veterans: Identifying Services and Possibilities." In this paper we will offer advice on how library administrators can provide support for their library's veteran services. Our advice evolved from our literature review, interviews we conducted with library staff and graduate students, as well as conversations with audience members at talks we gave at conferences.

VETERANS: A BRIEF NOTE

Marquez noted the challenge in agreeing on a single definition for a military veteran, a community he referred to as an "often hidden population": "veterans as a user group are difficult to define as they may have served in Vietnam, during peace time, in the post 9/11 era, or in a number of other distinct situations" (Marquez, 2014). Some veterans may not want to draw attention to themselves or may feel that they do not deserve what they perceive of as special treatment, especially if they were not deployed oversees and/or did not see combat. Veterans' needs also change over time. For example, younger veterans may be more apt to need job seeking or career assistance while older veterans may be more apt to need assistance in completing documentation for health care assistance. Services for veterans may be extended to the families of those deployed (Taft & Olney, 2014).

OVERVIEW: INFORMAL OR FORMAL SERVICES, INTERNAL OR EXTERNAL

Libraries can establish informal or formal services for military veterans. By informal services we mean personal point-of-need service such as answering a reference question, providing instruction on the use of a

reference source such as the library catalog or a database, and the issuing of library cards. Formal services are those designed specifically to attract and serve military veterans. At the start, we want to note that libraries are already serving military veterans, whether they know it or not.

Formal targeted services are wide ranging. Libraries can provide information-and-referral, directing veterans to programs outside the library and sometimes providing a means to apply for services within the library. In addition, libraries can build their own services for veterans, often starting by adding relevant content to their collections. If the library has information on its website for newcomers to the library, for example, they can mention veterans here as well.

In the following sections we present some tasks that you, the library administrator, and your library staff may employ as your process for considering providing formal services for veterans. While the steps are presented in linear order, it might revise the order for your local setting and even return to one or more steps.

STEP 1: IN-HOUSE ASSESSMENT

Your in-house assessment is a review or internal scan of your current services for military veterans. This involves reviewing your library's public presence in-house, on its website, and on social media, as well as your library policies.

Start with the image of your website. Do you have a welcome to veterans? Do you have customized content for veterans? If so, how easy is it to locate? Here are three examples of how public libraries provide content on their website for their services for veterans.

By scrolling down to the bottom of the homepage of the website for the Caroline County (Maryland) Public Library, you will find an image and text box with the banner caption, "Veterans Resources@ Your Library" with a note: "Central Library in Denton library, every Thursday from 1-3 pm." Clicking on the banner brings you to a two paragraph description of the one-on-one consultations available where veterans can receive assistance with their questions about benefits and/or job seeking (Caroline County Public Library, 2016).

The Boulder (Colorado) Public Library and the Livingston Parish (Louisiana) Library have content for veterans on its website that can be located through typing "veteran" in the search box on the home page. In typing "veteran" in the search box and clicking in catalog, you will find notices about events at the Boulder Public Library, including Veterans Day events and notes about library closures on holidays such as Veterans Day (Boulder Public Library, 2016). Typing "veteran" in the search box for the Livingston Parish Library will bring you to a "Veterans Resources" website with directory information for national and state services for veterans (Livingston Parish Library, 2016).

Assessing your social media may just involve speaking with your staff involved in your presence on Facebook, Twitter, Instagram, and/or a blog, asking if they post any content for veterans and/or whether they receive comments, images, or retweets from patrons who identify as veterans.

In conversations with other staff, ask whether known veterans are requesting services such as requests for specific reading or viewing materials or attending existing services such as computer or job seeking classes. Tour your library's space with the eyes of new visitor. Does your library have any internal signage drawing veterans' attention to available services?

And, finally, review your library's policies, rules, and procedures to determine whether or not they deter veterans from using your services. This assessment may be made with the assistance of staff who are veterans and through partnering with an organization that serves veterans.

STEP 2: IDENTIFY AND RECOGNIZE VETERANS ON YOUR STAFF

You may already know members of your staff who are veterans. It is logical and courteous to ask their advice and include them in planning your library services for veterans. Invite your staff at all levels to self-identify whether they are veterans. Their presence and experience(s) provide validity to your planned or existing library services. We have learned that veterans may or may not self-identify. Be prepared if staff members prefer to keep their veteran status private.

STEP 3: YOUR LIBRARY'S VETERAN LIAISON

While all staff might be interested in planning and delivering dedicated veteran services, consider designating a staff member, or a volunteer, the role of serving as your library's Veteran Liaison. Your Veteran Liaison may be a veteran, although this is not an absolute necessity. This position might include representing the library at local events involving veterans and identifying and meeting with potential collaborating organizations and non-profits. In addition, this person may serve as the face of the library within the library. He or she can implement and monitor the library's services and assist in marketing them. The Veteran Liaison will seek to understand how to inform your veteran clientele and ensure that information about library services reaches them.

The San Antonio (Texas) Public Library has a volunteer library ambassador who assists in providing job seeking services for veterans. The ambassador also serves to represent the library at meetings such as those of the San Antonio Coalition of Veterans (Ronnee Anderson, in discussion with the author, July 2015).

The *Veterans Connect @ the Library* program statewide in California includes content on its website for working with volunteers including sample job vacancy announcements, a sample agreement that volunteers and their supervisor at the library can sign, and a document of best practices or ideas on how volunteers can assist and prepare for their position in helping with veterans (*Veterans Connect @ the Library,* 2016).

STEP 4: SUPPORT FOR PLANNING

As an administrator, you might introduce the idea of providing library services for veterans or your staff may have already approached you. In either case, it is possible that your staff will carry the responsibility of planning and delivering the services. You can demonstrate support for your staff by providing them with time to meet, considering their budget, and serving as the mediator in approaching any group (such as your advisory board or development officer) with the idea. Provide overhead support by providing access to in-house support such as local graphics design services.

STEP 5: MAKING CONNECTIONS

There are numerous organizations and agencies that provide services for veterans. These include the American Legion, Veterans of Foreign Wars, U.S. Department of Veterans Affairs, groups at local college/university campuses, non-profits, and even offices in your city's human resources department. Your library will not plan to duplicate the services these organizations/agencies provide. Instead, you will want to connect with them for co-planning, financial support, sharing event space, and marketing. Organizations can provide you with an entrée to connecting veterans with your existing and planned services. As a start, you and your new partners might share updates of your collaboration on social media and link to each other's websites.

STEP 6: PROVIDING SPACE

Physical space set aside for veterans helps to create and sustain a community. In California, libraries participating in *Veterans Connect @ the Library* were encouraged to create a service point called the Veteran Resource Center to house literature and meet with veterans to answer their questions (*Veterans Connect @ the Library*, 2016). Your library likely has spaces designated for specific patrons (e.g., teens or children) or for specific use (e.g., study space). Consider how to also provide space for your services for veterans. This may be for temporary use—such as use for an exhibit—or it might be a dedicated space.

STEP 7: EXPLORE CREATIVE SERVICES

Your library already offers services that may appeal to veterans. In designing new programs, whether it is an online exhibit of new titles or a book club, staff should ask: Would this appeal to military veterans? Similarly, staff can ask: If this service is designed to appeal to veterans, would non-veterans also want to know about it and, if possible, take part? Authors have pointed out some topics of particular interest to veterans: Marquez highlighted to need to help veterans acquire financial security through understanding their benefits (Marquez, 2014).

STEP 8: COMMUNICATING WITHIN

Library administrators should ensure that all library staff is aware of the available services it offers to veterans. If the library has a Veteran Liaison, then all staff should know this. Staff, from book mobile drivers to circulation staff, shelvers, as well as technical and public services staff should be included in the communication chain. This is more important in larger library systems that have more than one service point. By following this advice, all library staff will be more vested in the services and it reduces the image of the library as just one more bureaucracy involved with veterans.

STEP 9: SUPPORT CONTINUING EDUCATION FOR YOUR STAFF

Seek opportunities for your staff to continue to learn about the veteran audience and also about services other libraries are providing. Watch for relevant events where they can have social content with veterans as well as learn from their service providers. Similarly, monitor what is happening within the field of librarianship by following the literature, watching for webinars offered through agencies such as your state library agency, and attending programs at conferences. Support your staff in participating and sharing what they are learning through writing about their experiences and submitting proposals to deliver poster sessions and presentations at professional conferences.

STEP 10: MARKETING, INCLUDING INTERNAL MARKETING

Make sure that veterans know that they are welcome to visit your library and/or use your online services. *Veterans Connect @ the Library* suggests that libraries announce open services on their public announcement/paging system (*Veterans Connect @ the Library,* 2016). Develop a flyer, brochure, and/or bookmark with information about your services for veterans that you can distribute onsite and at events hosted by the library or other organizations. This document can include basic information about the library but also bulleted points pointing to programs that may attract veterans. Marketing also extends to the library's social media presence. You might create a new Facebook group to share updates on services and, similarly, set up new Instagram accounts as well as Tweet under hashtags that announce your veteran resources.

STEP 11: EVALUATION

Evaluation can involve measuring awareness of your library among veterans and their service providers. This can involve sharing, via your website and social media, questions directed toward veterans, asking whether they know of specific services. In addition, you will want to seek continual feedback on any new events and services that you provide for veterans. Typically you will invite audience members to provide answers on forms. Follow up with emails, inviting comments. And, note your observations about events in terms of attendance and audience involvement.

SUMMARY

Libraries are exploring new services to offer the veterans that live within their service areas. Administrators can contribute support and encouragement to their staff as they expand their outreach to these deserving communities. ■

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Pre-ILS Migration Catalog Cleanup Project

» A case study from the Health Sciences Library and Informatics Center at the University of New Mexico

BY ROBYN GLEASNER

INTRODUCTION

In February 2014, the Health Sciences Library and Informatics Center (HSLIC) at the University of New Mexico (UNM) made the decision to migrate to OCLC's WorldShare Management Services (WMS). WMS is an integrated library system that includes acquisitions, cataloging, circulation, analytics, as well as a license manager. The public interface/discovery tool called Discovery is an open system that searches beyond items held by your library and extends to items available worldwide that can be requested via interlibrary loan. We believed that Discovery would meet current user expectations with a one-stop searching experience by offering a place where users could find both electronic resources and print resources rather than having to search two separate systems. In addition to user experience, we liked that both WMS and Discovery are not static systems. OCLC makes enhancements to the system as well as offers streamlined workflows for the staff. These functionalities, along with a lower price point, drew us to WMS. This article will discuss HSLIC's catalog cleanup process before migrating to OCLC's WMS.

Before the decision was made, the library formed an ILS Migration Committee consisting of members from technical services, circulation, and information technology (IT) that met weekly. This group interviewed libraries that were already using WMS as well as conducted literature searches and viewed recorded presentations from libraries using the system. This research solidified the decision to migrate.

HSLIC began the migration and implementation process in June 2014 and went live with WMS and WorldCat Discovery in January 2015. Four months elapsed from the time the decision was made to the time the actual migration process began due to internal security reviews and contract negotiation. Catalogers knew that existing catalog records would need to be cleaned up before the migration, but weren't sure where to start. Because of this, the cleanup process was not started until the OCLC cohort sessions began in June 2014. These cohort sessions, led by an OCLC implementation manager, were designed to assist in the migration process with carefully thought out steps and directions and provided specific training in how to prepare and clean up records for extraction, as well as showed what fields from the records would migrate.

In addition to providing information about the migration, the OCLC cohort sessions also provided information on the specific modules within WMS including Metadata/Cataloging, Acquisitions, Circulation, Interlibrary Loan, Analytics and Reports, License Manager, and Discovery. While the sessions were helpful, the cleanup of catalog records is a time-intensive process that could have been started during the waiting period. Luckily, we were one of the last institutions in the cohort to migrate bibliographic records. This allowed more time to consider OCLC's suggestions, make decisions, and then clean up records in our previous ILS, Innovative's Millennium, before sending them to OCLC.

LITERATURE REVIEW

While there is extensive information in the professional literature regarding how to choose an ILS and how to make a decision about whether or not to move to a cloud based system, there is little information about the steps needed to clean up catalog records in order to prepare for the actual migration process. Dula, Jacobson, et al. (2012) recommend thinking "of migration as spring-cleaning: it's an opportunity to take stock, clear out the old, and prepare for what's next." They "used whiteboards to review and discuss issues that required staff action" and "made decisions on how to handle call number and volume entry in WMS;" however, catalog record cleanup pre-migration was not discussed in detail.

Similarly, Dula and Ye (2013) stated that "[a] few key decisions helped to streamline the process." They "elected not to migrate historical circulation data or acquisitions data" and were well aware that they "could end up spending a lot of time trying to perfect the migration of a large amount of imperfect data" that the library no longer needed. They planned on keeping reports of historical data to avoid this problem. Hartman (2013) mentioned a number of questions and concerns for migrating to WMS including whether or not to migrate historical data or to "start with a clean slate." They decided that they "preferred the simpler two-tiered format of the OCLC records" to their previous three-tiered hierarchy, but found some challenges including the fact that multi-volume sets did not appear in the system as expected. The cataloger chose to view this as "an opportunity to clean up the records" and methodically modify records prior to migration. Hartman (2013) also discussed that the "missing" status listed in their previous ILS system did not exist in WMS and that they had to decide how or if they should migrate these records.

While the questions and concerns that these authors mentioned helped us focus on changes to make in the catalog prior to migration, we found no literature that discussed the actual process of cleaning up the records. From the research, it was obvious that a number of decisions would have to be made in the current ILS before the migration would be possible.

PROCESS

In order to make those decisions, the ILS Migration Committee met every other week to discuss what had been learned in the OCLC cohort sessions as well as any questions and concerns. It was important for catalogers to understand why certain cataloging decisions had been made over the years to determine how items should be cataloged in the new system. Our library's cataloging manual and procedure documentation was read and questions were asked of members on the committee who had historical institutional knowledge. Topics included copy numbers, shelving locations, and local subject headings. Notes and historical purchasing information were closely examined and their importance questioned. Material formats and statuses were also examined before determining what should be changed to meet the new system's specifications.

COPY NUMBERS

OCLC recommended taking a close look at copy numbers. A few years ago a major weed of the media and the book collection was conducted. Unfortunately, when items were withdrawn, the copy numbers were not updated in the system. In some cases, copy number 4 and 5 were kept while 1-3 were withdrawn and deleted from the system. In the new system this would appear that the library had 5 copies of a title, while it really owned two. We decided that the actual copy number of an item wasn't important to our library users because we could rely on the barcode; however, it was important to determine the number of copies so that WMS could accurately identify when multiple copies of an item existed.

In order to make these corrections, a list was run in Millennium for items with copies greater than 1 and then item records were examined to discover how many copies existed in the catalog. Corrections were then made as needed. This was a bigger job than anticipated, but it was a necessary step to avoid post-migration cleanup of the copy numbers in order to prevent errors in WMS.

SHELVING LOCATIONS

One of the first things we learned in the OCLC cohort sessions was that many of the statuses that we used in Millennium did not exist in WMS. Some examples were:

- MISSING
- STOLEN
- BILLED
- CATALOGING
- REPAIR
- ON SEARCH

Because these statuses were no longer an option, we decided to create shelving locations that would reflect these statuses in WMS. Some of these shelving locations aren't necessarily physical locations in the library, but rather designations for staff to know where the item can be found. For example, items with a previous status of "repair" in Millennium now have a shelving location of "repair" in WMS. This alerts staff that the item is not available for checkout and is in repair in our processing room. We decided to delete items that had statuses of "stolen" and "missing" prior to migration to better reflect the holdings of our library.

We also decided to delete a number of shelving locations as they were no longer being used or no longer needed. For example, some locations were merged and others were renamed to better reflect and clarify where the physical shelving locations were in the library as well as the type of material the locations held.

LOCAL BIBLIOGRAPHIC DATA AND SUBJECT HEADINGS

WMS uses OCLC's WorldCat master records for its bibliographic records. This means that WMS libraries all use the same records and must include information that is specific to its library in a separate section called Local Bibliographic Data (LBD). After much discussion, we decided to keep the following fields: 590, 600, 610, 651, 655, 690, and 691. We felt that keeping these fields would create a better record and provide multiple access points for our users.

A number of records for Special Collections had local topical terms in the 690 field and local geographic names in the 691 and 651 fields. For the most part, master records did not exist for these records as they were created locally for HSLIC's use. When these bibliographic records were sent to OCLC for the migration, the WorldCat master record was automatically created by OCLC as part of the migration process. It was important that these subject headings were migrated as part of the project, so that they were included with the record and not lost as an access point. We also decided that the local genre information in the 655 field was important to retain as it provided an access point on a local collection level. For example, we wanted to make sure that "New Mexico Southwest Collection" was not lost to our researchers who are familiar with that particular collection. Generally, a genre heading contained in the 655 field would be considered part of the WorldCat master record that other libraries could use. Because our local information would not be useful to other libraries, we decided to transfer this information to a 590 local note so that it would only be visible to our library users.

NOTES

Decisions regarding local notes that were specific to our institution, such as general notes in the 500 field and textual holdings notes in the 850 field had to be made. We requested that Innovative make the information in the 945 field visible to our catalogers. This is the field that contains all of the local data including item information and is instrumental in the migration process.

500 GENERAL NOTES

During the migration process, libraries have the option to load local bibliographic data to supplement the OCLC master records. This means that when OCLC receives the library's bibliographic records, as part of an automatic process the records are compared with OCLC's master records according to a translation table submitted by the library.

The 500 field was closely examined to ensure that information wasn't duplicated or deleted. OCLC master records usually contain a 500 note field, a general note that would be relevant to any library that holds the item. For example, some records contain "Includes index" listed in the 500 note field. Because this field already exists within the master record and is relevant for anyone holding the item, we wanted to keep the information in the master record. However, we had a number of notes in this field that were relevant only to our library and we could not simply keep the notes in this field. If we had migrated the 500 field, it would have resulted in two note fields containing the same information in the master record as the note would "supplement" the master record. Because of this, we chose not to migrate information in the 500 field in order to prevent duplicate information. Instead, a list was created in Millennium mainly for Special Collection records that were created locally and not previously loaded into WorldCat. The information in the 500 field was then examined in these special collection records by catalogers to determine whether or not the information was local or general and then manually changed one record at a time. If the information in this field was considered local and only important to HSLIC; it was moved to a 590 field, so that it would be visible to our users in Discovery and staff in WMS, but not to any other libraries who might want to use the record.

LOCAL HOLDING RECORDS

WMS's local holding record (LHR) incorporates information from Millennium's item record with the holding information from the bibliographic record. It includes information like the call number, chronology and enumeration, location, and price. The LHR in WMS was created using the information found in the 945 field and was included in the extracted bibliographic records we sent to OCLC. For the most part, migrating this information was simple except for a few unique cases for our library.

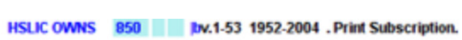
850 Holding Institution Field

The 850 holding institution field is part of the bibliographic record and was labeled in our instance of Millennium as "HSLIC Owns". This field was used to list coverage ranges or the dates and issues held by our library for journals, special collections material, and continuing resources. This information is usually cataloged in the 863 field within an item or local holdings record; however, HSLIC did not use this in Millennium. WMS reserves the 850 field for OCLC institution symbols with holdings on a particular title, which meant that we could not continue to use the 850 field as we had previously. Because WMS coverage dates are generated from the enumeration listed in the LHR, we explored the possibility of migrating the 850 field from the bibliographic record to the 863 field in the local holding record. Unfortunately, it was not possible to do a global update to cross from bibliographic record to an item record within Millennium during the migration process.

There were two options to create coverage statements in the migration process: 1. Allow the statements to be newly generated in WMS through the holdings statements generating tool or 2. Move the current coverage statements to a 590 note. Because there were so many notes that needed to be moved to the 590 field, a decision was made to delete the 850 holding institution fields from almost all of our records and use the automated summaries generated in WMS. This left all serial records without coverage dates during the migration project in Millennium; however, we believed it would make the migration process to WMS easier.

Special Collection records did not include item-level date and enumeration in the item records and were instead cataloged at a box or series level. This eliminated the possibility of using WMS automated summaries. Because of this, coverage statements were moved to a 590 public note for all special collections records. This way the information was retained in the system, while still creating an opportunity to change the formatting at a later date if needed.

After the migration, it was discovered that the system generated coverage dates were not as complete or as easy to read in WMS as they had been in Millennium. It is an ongoing project to clean up and keep these summaries current in the new system. Below is a screenshot of how the coverage dates appeared on the staff side of Millennium:



This is how the coverage dates appear in WMS:

In hindsight, we should have migrated the 850 field to a 590 field to keep the information as local bibliographic data in addition to using the WMS automated summary statement. The coverage dates would then have appeared in a public note, which would have given our staff and users an additional place to look for the coverage dates. It would also have given technical services staff a point of comparison when cleaning up the records post-migration.

INFO/HISTORICAL RECORDS

In Millennium, a local practice was developed to keep notes about subscriptions as an item record under the bibliographic record. In WMS, these could not be migrated as items because they were not real items that could be checked out, but rather purchasing notes that were only important to staff. Because of this, it was important that these notes not be visible to the public. These notes were a constant topic of discussion among the implementation team members and with the OCLC cohort leaders.

One idea was to migrate them from an item to a bibliographic field by attaching the note as an 850 holdings institution field. Unfortunately, just as it was not possible to do a global update to cross from bibliographic record to item record, it was also not possible to cross from item record to bibliographic record. OCLC tried to help with this, but could not find a solution for crossing between record types. Even if this were possible, the above mentioned issues with the 850 field would have been encountered and the information would have to be moved to a 590 field to retain it.

Because this seemed complicated, a list was created of all of the info/historical records in Millennium and then exported to Excel to create a backup file containing these notes. Soon after this was completed, OCLC developers found a way to translate the information from the 850 field to the 852 non-public subfield x note in WMS as part of the migration. Historical purchasing information is now in a note that is only visible to staff in WMS.

CONTINUING RESOURCES

We have found continuing resources to be challenging in WMS. Previously, we had used OCLC's Connexion to create and manage bibliographic records and used material types that the system supplied. While "continuing resource" is a material type in Connexion, it is not a material type in WMS. Because of this, an available material type in the new system was chosen and then records were changed in Millennium to match the new system. To do this, another list was created in Millennium of items with “continuation” listed as the material type. The list was then examined and a determination was made as to whether or not the materials were actually still purchased as a continuation. Most of the titles were no longer purchased in this way, so the migration presented an opportunity to make these corrections in the system.

Not every item listed as a “continuation” in Millennium was a serial item. In some cases the titles were part of a monographic series. Decisions then had to be made whether to use a serial record or a monograph record for items that had previously been considered continuing resources. For items that had only an ISBN, we chose the monograph record and for those with an ISSN, we chose the serial record; however, many items had both an ISBN and an ISSN. The decision was more difficult in these instances and continues to be difficult for these items because the format chosen affects how patrons can find the item in Discovery. This is addressed in more detail below.

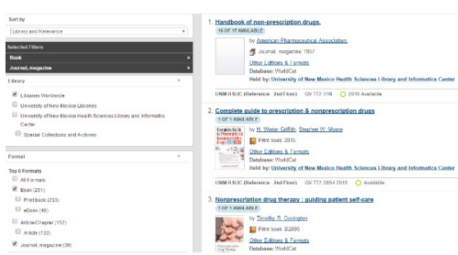
ANALYTIC RECORDS

At the beginning of the migration process, OCLC inquired about specific fields and data elements in our records to identify potential errors in the migration process which could be addressed before migrating. One question was whether the data contained linked records. At first, we had no idea what this even meant, so we answered “no” on our initial migration questionnaire. A few short weeks before the scheduled migration date, the linked records were discovered in the form of series analytic records. A series analytic record is basically a record that is cataloged as an overarching monographic series title that is then linked to individual titles within that series. This means that the item record is linked to the overarching bibliographic record for the series as well as the bibliographic record for the individual title, which then links both bibliographic records. Unknown to those working on the migration project, previous catalogers had an ongoing project to unlink all of these analytic records when a monographic series subscription was no longer active. Notes were found on how to unlink the records, but no notes on what the titles were or where the previous catalogers left off in the project were found. Unfortunately, we had no way to identify linked records in Millennium.

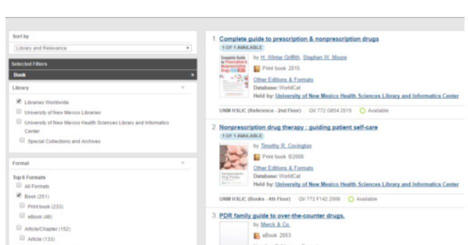
We unlinked as many of the records as possible before the migration, but finally had to send the data to OCLC knowing that many linked records still remained. These records migrated as two separate instances of the same barcode, which created two LHRs in WMS, subsequently causing duplicate barcodes in WMS. After the migration, OCLC provided a number of reports including a duplicate barcode report, so that these duplicate instances could be found. To correct these records, the item was pulled and examined to determine if the serial or the monograph record best represented it. The local holdings record was corrected for the title and the LHR from the unchosen bibliographic record was deleted.

In Millennium, the choice between representing an item with a serial or monograph record had few implications for users. However, in WMS, choosing a serial record could allow for article level holdings to be returned in Discovery, while choosing a monograph record would not. Conversely, choosing a serial record for an item which looks like a monograph might make the item more difficult to find if users narrow their search to “book.” Because of this, careful review of items and material types was necessary to help create the best user experience.

For example, “The Handbook of Nonprescription Drugs” looks like a book with a hard cover to most library users and even staff. In Discovery, if the format is limited to “journal,” the title is the first search result:



If the search is limited to the format “book,” the title is not found on the first page of the search results.



SERIALS

As was mentioned previously, OCLC relies on the 945 field to view all item information. For the most part, serials records contained the 850 HSLIC Owns field that was discussed earlier. The 945 subfield a was used to list the following distinctions: Current Print Subscription, Current Print and Electronic Subscription, and Electronic Subscription. Because the 945 subfield a also contained the volume dates, we chose to move this information to a 590 local note field.

Once those notes were moved, we found that enumeration and chronology was entered in various subfields within the 945 field. The date was usually in subfield a, volume notes were found in subfield d, while the volume number was in subfield e. The below example is taken from an extraction in Millennium and shows the enumeration and chronology for volume 53 of the journal “Diabetes” published in 2004. The first line shows an example of a note that this volume is a supplement, while the second line shows a more typical entry with volume number and coverage.

945 |c|e53|a2004|dSupplements|
945 |c|e53|a2004:July-2004:Dec|

The enumeration and chronology was constructed from these subfields where possible; however, if this information was repeated in a different subfield, it had to be cleaned up post-migration.

ELECTRONIC RESOURCES

We decided not to migrate electronic resources cataloged in Millennium to WMS. Electronic resources are managed within Collection Manager, which is WMS’ electronic resource manager. It was specified in the translation table that any record with a location of electronic resource not be migrated to the new system. Unfortunately, many of the electronic resources records unintentionally migrated. They may have been attached to a print record or perhaps did not have the location set as electronic resource. Holdings had to be removed from these records post-migration.

Before migration, we decided to delete records for freely available e-books from Millennium. Most of these resources were provided for the public via government websites hosted by the Center for Disease Control (CDC) and could easily be accessed through other means of searching. These resources could be added to Collection Manager post-migration if deemed important.

Similarly, electronic records were not migrated directly from Serial Solutions, our previous electronic resource manager. Instead, electronic resources were manually added to Collection Manager for a cleaner migration. All electronic resources are shared with University Libraries (UL), the main campus library, so close collaboration with UL was necessary in order to share and track these resources. While all HSLIC resources were shared with UL and all UL resources shared with us, we decided to select only the resources that were relevant to the health sciences in Collection Manager. This created a more health sciences focused electronic resources collection, so that titles relevant to these subjects are displayed at the top of the search.

SUPPRESSED RECORDS

One of OCLC's slogans is "because what is known must be shared," so it makes sense that WMS does not have the capability to suppress records. If an item has our holdings on it and has an LHR, then it is viewable to the public in Discovery. For the most part this concept worked for us. There were two record types in Millennium where this idea presented challenges: suppressed items and equipment records.

SUPPRESSED ITEMS

At the time of migration, there were around 1200 books that had been removed from the general collection and stored in offsite storage for future consideration for adding to Special Collections. These records were suppressed in Millennium, so that only staff could see them in the backend. Adding these items back into the collection was considered, so that records would not be lost, but it was finally decided this would be far too time consuming in the middle of the migration and that many of the titles would probably be deleted later on.

Instead, another list was created in Millennium containing items in offsite storage with a status of "suppressed". An Excel spreadsheet was then created that contained the titles, OCLC numbers, and even the call numbers of all of the formerly suppressed titles, allowing for easy reference to the items in storage. We instructed OCLC not to migrate any records with a status of suppressed.

EQUIPMENT RECORDS

Similarly, there were a number of equipment records that were only viewable and useful to staff at the circulation desk. These records were for laptops, iPads, a variety of cables and adaptors, even some highlighters, and keys. These items all had barcodes and could be checked out, but patrons had to know that they existed in order to ask for them. While this never seemed to be a problem for users and it did seem strange to create bibliographic records for equipment items, it was decided to create brief records and then migrate them anyway in hope of promoting use.

Now users have the ability to see if a laptop is available for checkout before even asking. While the idea of these records is a bit unorthodox from traditional cataloging, creating the records ultimately added to the service the library was already providing in addition to providing a way to circulate the equipment using WMS.

CONCLUSION

Although there were a number of steps, a number of surprises, and a number of decisions that had to be made, the pre-migration cleanup process was definitely worth the work. Many errors were discovered post-migration, but without doing the initial clean up, there would have been even more problems.

At HSLIC, we have one full time cataloger/ILS manager and one full time electronic resources/serials librarian. It took nearly 6 months to clean up catalog records before migrating to WMS. Starting the cleanup process earlier would have saved us a lot of work and resulted in cleaner records to migrate.

We should have started looking for the linked series analytic records immediately. This would have given us more time to identify the records, unlink them, and decide which record best represented the item before sending the records to OCLC. This would have prevented post-migration cleanup of duplicate barcodes and prevented circulation staff any confusion when trying to check these items out to users.

Five out of eight members of HSLIC's ILS migration committee had worked at HSLIC less than a year before we began the migration process. This provided a balance between historical institutional knowledge with new perspectives. It helped us look at the catalog with fresh eyes and allowed us to ask "why" whenever the answer was, "that is the way we have always done things." If "why" couldn't be answered or no longer seemed relevant, we considered making a change.

The catalog should reflect what is on the shelf and what is accessible electronically. The online catalog is the window to the library itself and should accurately represent what the library holds. Because of electronic access to ebooks and ejournals, some of our users won't ever step into the physical library, which makes the accuracy of the online catalog or discovery layer even more important. Even if your library isn't moving to a new ILS, it is important for catalogers and technical services staff to ask, "What is in the library's catalog?" and then ask "Why?" As we discovered at HSLIC, keeping notes and shelving locations just because "that is what had always been done" in some cases was no longer compatible with the new system and in other cases was no longer efficient or comprehensible. Sometimes change is exactly what is needed to keep the catalog relevant to library users. ■

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Beyond the Rural Library's Walls

» How public libraries bring broadband access to rural communities after hours

BY DR. SHARON STROVER

With just a little over 2,000 people in western Kansas' Stanton County, you might be surprised there's a library in the area. But the **Stanton County Public Library** is heavily used. If you went there after hours and looked on its outdoor patio, you might see people at the Anna Mae Lewis Outdoor Library using the Internet connectivity from the library's network.

As our team visited rural libraries in Kansas and Maine, we routinely saw parking lots and streets filled with patrons using Wi-Fi connections after hours. Our IMLS grant project, led by investigators Sharon Strover (University of Texas at Austin), Brian Whitacre (Oklahoma State University) and Colin Rhinesmith (Simmons University), is supporting research on the information ecosystem of rural regions, seeking to understand the role of libraries and programs such as loaned hotspots.

By some estimates, there are 4,078 rural libraries in the U.S. and they're important in more ways than you might expect. Going well beyond book lending, rural libraries support all sorts of educational programs, maker spaces, and social service meetings. They also have public access computers and most provide Wi-Fi accessibility both inside and outside their buildings.

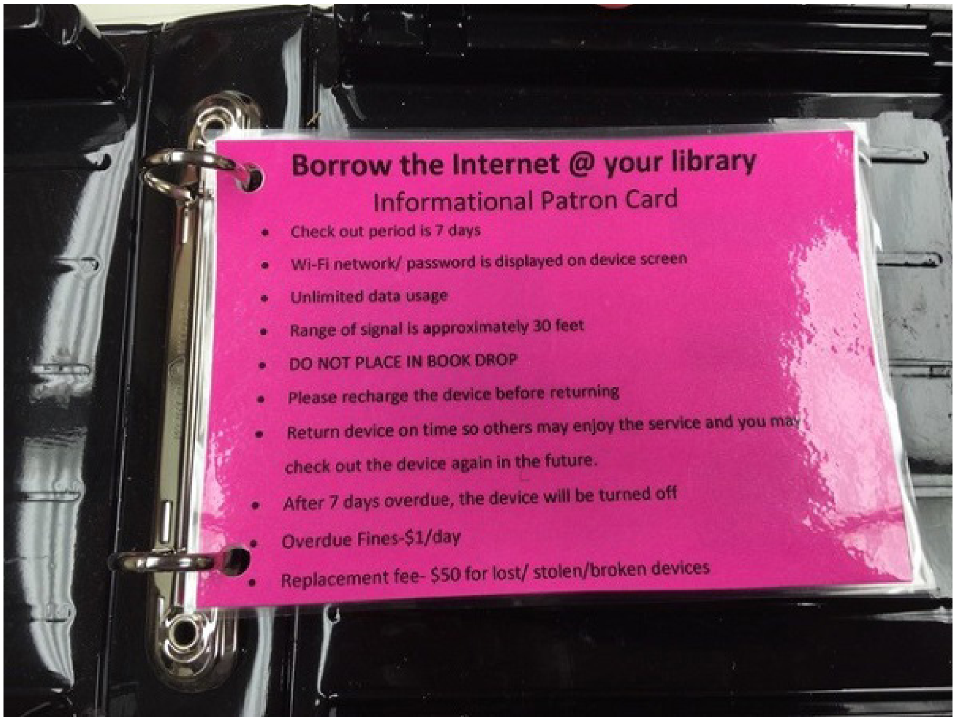
We have been visiting many of them over the past several months as part of an effort to understand the relationship between rural libraries, broadband access and how people get information. In many rural areas, quality, affordable home Internet access is tough to come by. So what do people do? They go to the library. In Maine, this may mean using the library's fast 100 Mbps network connection, provided by the **Maine School & Library network (MSLN)**. In Kansas and Texas, as in other states, people go to the closest spot that has a decent Internet connection in order to file some paperwork

The Stanton County Library's generous outdoor patio was constructed so that WiFi users in Johnson, Kansas, would have an after hours space. Photo courtesy of Technology and Information Policy Institute, University of Texas, Austin.

or to check in on some friends or relatives or to work on something else. National statistics repeatedly show that people in rural regions use the Internet less often and have fewer home-based connections, but the research does not often dive into the problems associated with a poor-quality connection or how people compensate.

Library hotspot lending programs can begin to address some of the problems people face in both urban areas (where affordability is the biggest problem) as well as rural regions (where both access and affordability may be issues). While **New York Public Library**'s program is the biggest, NYPL also generously partnered with the Maine and Kansas library systems to make a few hundred hotspots available to rural libraries in those states. We asked librarians in those two states what people are doing with them.

First off, in some locations the hotspots are so popular there are waiting lists. Educators check them out to use on school



Instructions for checking out MiFi device at Stanton Public Library in Johnson, Kansas. Photo courtesy of Technology and Information Policy Institute, University of Texas, Austin.

field trips so a busload of students can get mobile access. Home-schooling families use hotspots in Maine and Kansas to retrieve lesson plans and to network with other home schoolers. In addition, some community organizations use them. For example, 4-H volunteers in Goodland County checked out hotspots to process credit cards at the County Fair. The high school used the hotspots to register reunion attendees. A hunting organization used the hotspot connection to register members during its convention. One family used a device to ensure their son could finish his schoolwork while visiting a sick relative. One librarian told us that many patrons used the devices at home to seek jobs.

Rural libraries serve as trusted public institutions in small towns all over the country. While many people seem to think libraries only loan books, in fact, rural libraries are critical local information institutions in their communities, providing spaces and resources for many community functions, from social services to citizenship to early childhood education, to children's reading skills. Lending hotspots extends the library into people's homes (and other places), and even makes libraries' electronic resources more available to patrons.

Are hotspot programs a sustainable solution for rural Internet? Right now, these programs depend on special funding, often from foundations or benefactors, and arrangements with mobile phone companies providing connectivity. That connection might have a data limit, or maybe the speed will throttle at a certain point. Even if the library is a public institution and provides free services, the hotspot itself is still privately provided and the connectivity is not free.

Library hotspot lending programs may provide a highly useful function for rural populations but several things have to fall into place to ensure they can make a meaningful contribution to the community. One critical question concerns whether these systems can keep up with the bandwidth demands of the types of applications people need the most, and what libraries' roles might be–or should be–in rural community information environments.

We have another year of research ahead of us and look forward to sharing our results with libraries and other constituencies interested in the vitality of rural areas. ■

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Dr. Sharon Strover is a professor and director of the Technology and Information Policy Institute at the University of Texas at Austin. She specializes in communication policy and has undertaken research on digital divide and digital inclusion approaches in the U.S. and abroad.

Organization and Delivery of Scholarly Communication Services by Academic and Research Libraries in the United Kingdom

» Observations from Across the Pond

BY CHRISTINE FRUIN

INTRODUCTION

Library involvement in scholarly communication initiatives such as open access to research, management of copyright, and scholarly publishing reform has the potential to positively impact the global dissemination, discovery, and development of scholarship. Libraries across the world hire personnel, organize dedicated units, and develop services aimed at addressing these and other scholarly communication issues. However, when librarians or library organizations research and report on the organization of their activities, they tend to examine practices and trends through a local lens. Further, organization reports and library literature have rarely offered a comparative study on scholarly communication activities at libraries from different countries. The U.K. library community has been quite active in implementing collaborative strategies in key areas such as ensuring publicly accessible research, resource licensing, management of researcher information, and funder/publisher collaboration. Mention of these projects sometimes reaches the ears of U.S. librarians via social media shares or blogs; however, a collective review of these activities in the U.K. has not been given extensive treatment in scholarly literature. U.S. libraries would benefit from learning in greater detail about the practices and experiences of U.K. libraries with respect to the organization and delivery of scholarly communication services and initiatives. By sharing ideas and experiences with a more global audience and learning from one another's successes and failures, scholarly communication personnel within libraries increase the likelihood of achieving the goals of open access and scholarly publishing reform on a larger scale. In order to better understand the organization of scholarly communication activities in U.K. research libraries and inform the decisions made by U.S. research libraries on future directions for the organization and development of scholarly communication initiatives, I conducted an environmental scan of the organization of scholarly communication services in U.K. research libraries. This scan was accomplished through a survey of members of the Research Libraries of the U.K. (RLUK) and interviews with scholarly communication practitioners at several U.K. research libraries (see Appendix). The collected data reveals that the open access policy environment differs in the U.K. as compared to the U.S. and that this accounts for some of the differences in the way the two groups organize scholarly communication services. However, the response of U.K. libraries to the open access policy environment in the U.K. can still inform the decisions made with respect to prioritization and organization of scholarly communication services in U.S. research libraries.

LITERATURE REVIEW

A review of the scholarly literature published in library science journals reveals regular and comprehensive analysis and reporting on the organization and delivery of scholarly communication services at libraries across the United States.[1] However, librarians in the U.S. who wish to know how scholarly communication services are organized in U.K. research libraries will find a paucity of published research providing an environmental scan or comprehensive overview of current practices in U.K. research libraries as a group. There has been significant publicity and discussion via social media and blogs on the growth of open access initiatives in the U.K. and Europe as well as reporting on the importance of libraries to researchers as they engage in the discovery, research, and publishing activities that comprise scholarly communications (Wolff). However, there is little in the published scholarly literature providing more comprehensive coverage on how U.K. libraries are organizing and delivering scholarly communication services and responding collectively to scholarly communication issues. In the U.S., the Association of Research Libraries (ARL) regularly publishes white papers and reports in the form of its SPEC kits on North American research library activities,[2] and these publications frequently address open access, library publishing, and other scholarly communication activities. However, organizational reporting on the state of scholarly communication activities within U.K. libraries by U.K. library organizations such as the RLUK[3] and Society of College, National and University Libraries (SCONUL)[4] is less frequent and not as readily available to the global library audience.

A review of U.K. library organization outputs disclosed only a handful of reports on scholarly communication activity. The most comprehensive report on scholarly communication services in the U.K. was published in 2007 by the now-defunct Research Information Network (RIN). When it was formed in 2005, RIN's stated mission was "to lead and coordinate new developments in the collaborative provision of research information for the benefit of researchers in U.K. higher education." To that end, RIN worked with the research, library and information, and publishing communities to develop an understanding of scholarly communication processes and policies in the U.K. (Jubb). In 2007, RIN, in consultation with the RLUK's predecessor the Consortium of Research Libraries, produced a comprehensive survey of library activities with respect to scholarly communication. This report collected and compiled statistics on open access advocacy activities as well as institutional repository hosting and management by U.K. academic libraries.

In 2011, the RLUK released a similar report that examined how U.K. libraries leveraged evolving technologies to support researchers. Examples of library scholarly communication activity presented in the report included development of new scholarly communication related positions within U.K. libraries, utilization of social media to promote services and resources, and collaboration with institutional offices of research. Additionally, the report highlighted the involvement of U.K. research libraries in the hosting and management of institutional repositories.

Outside of these two reports from U.K. library organizations, the body of published scholarly literature available on the topic of scholarly communication activities by libraries in the U.K. focuses primarily on case studies by individual libraries of open access services and support rather than providing any in-depth review of scholarly communication as a practice among U.K. research libraries. In 2012, SAGE hosted a roundtable at the British Library where several academic librarians gathered to discuss the role of academic libraries in open access advocacy, and this resulted in the production of an article that provided more of an overview of the state of scholarly communication in the U.K. library community. Participants concluded that academic libraries have a role to play in teaching students and faculty about open access and locating open access resources as well as assisting in management of open access through hosting of institutional repositories and administering open access funds (Harris). Two other comprehensive articles were authored by current RLUK executive director David Prosser who early-on promoted the importance of institutional repositories (2003) and the role that academic libraries should play in developing, managing, and promoting them (2004). Additional articles focus on open access activities at specific U.K. libraries, including an article about the development of a repository at Imperial College Library (Afshari) and an article about development of an open access funding and advocacy support program at the University College of London in response to funder mandates (Sharp). The recent publication of articles focused on individual library activities in the area of open access can be attributed to open access policy development by not only British and European research funders but also by the Higher Education Funding Council of England (HEFCE),[5] which is the organization that funds and regulates colleges and universities in England.

As stated above, a review of library literature did not reveal much scholarly coverage on how scholarly communication services are organized in U.K. research libraries as a group. Interestingly, an article in an Australian library journal provides a general overview of the staffing of scholarly communication in libraries not just in Australia but also in the U.S. and the U.K. The author noted the increase of staffing in scholarly communication roles in U.K. libraries and suggested that these new scholarly communication personnel were not always trained as professional librarians (Steele). Similarly, the Head of the Office of Scholarly Communication at Cambridge University also indicated in a published interview that the majority of staff in her office are not librarians but are PhD holders and scholars, which allows them to "talk as peers with researchers." Further, she notes that traditional librarian training is insufficient for academic librarians and that conducting research for the purpose of achieving tenure as an academic librarian is not an expectation in the U.K. as it typically is in the U.S. (Upshall). This is a compelling observation regarding the training and skills of scholarly communication staff in U.K. research libraries that should be of interest to librarians globally and will hopefully be a topic of future research.

The growth of open access in the U.K., notably the increase in funder and government sponsored mandates and how libraries in the U.K. are responding, is a topic of interest for U.S. libraries who are similarly organizing a response to public access mandates issued by several federal government and some private funders. Further, the fact that libraries in the U.K. are organizing teams or units whose primary responsibility is the delivery of scholarly communication services such as institutional repository management and library publishing, should also be of interest to any library organizing the same, as there are always lessons to be learned in the experiences of others. However, there has been sporadic organizational reporting, and only a small body of scholarly literature produced on the current state of scholarly communication services at academic and research libraries in the U.K., and nothing in the literature providing a comparison of the organization of scholarly communication at U.K. and U.S. research libraries, which can be useful for both when evaluating future directions or developing new programs that are geared toward areas of mutual concern such as open or public access compliance.

Type of Scholarly Communication Service	U.K. Research Libraries (% of 12 respondents to current survey)	U.S. Research Libraries (% of 60 respondents to 2012 ARL SPEC Kit survey)
Outreach and education on scholarly communication	100	93
Author rights	75	100
Fair use/fair dealing consultation	92	100
Hosting or publishing of journals	50	88
Support to authors in writing/editing	83	72
Host or manage institutional repository	100	91
Advise authors on compliance with open access mandates	100	89
Consult with students on copyright and other scholarly communication issues	83	95
Support for hosting of theses and dissertations	100	98
Consultation on open access publishing and evaluating open access journals	83	N/A
Financial support of open access publishing through an open access publishing fund	100	33
Enactment and implementation of an open access policy at department or institution level	100	N/A
Assessment of research impact	67	73
Support or researcher identification system	75	N/A
Support for digital humanities or e-science initiatives	58	87
Data management or curation	100	87

Table 1. Scholarly Communication Services in U.K. Libraries (as Compared to U.S. Libraries)

METHODS

To learn more about the organization and delivery of scholarly communication services at U.K. research libraries in an effort to better inform librarians on both sides of the Atlantic on activities directed toward common goals, I distributed a survey to the library members of the RLUK and conducted follow-up in-person interviews with survey respondents who indicated an interest in participating in such. An online survey was prepared in Qualtrics and distributed by email to the 37 members of the RLUK in December 2015. RLUK member libraries were selected on account of the organizational representation of research libraries being similar to the ARL in the U.S. In-person interviews took place through on-site visits and during the RLUK Annual Meeting at the British Library on March 9-11, 2016. Online survey respondents were informed by cover letter that their participation was voluntary and that their responses would remain anonymous and confidential. Respondents were presented with the option of identifying themselves for the purpose of indicating interest and availability for in-person interviews. Prior to the in-person interviews, subjects verbally consented to the interview and were informed that their identities and responses would remain anonymous.

Because the purpose of this research was to compare organization of scholarly communication services in U.K. research libraries to that of U.S. research libraries, the online survey questions were based upon the ARL SPEC Kit "Organization of Scholarly Communication Services," which was distributed in 2012 to North American research libraries who are members of ARL (Radom). The survey that was prepared for current research, like the ARL survey, was intended to complete an environmental scan on the organization of scholarly communication services in research libraries. The questions asked on the survey inquired into the types of library personnel who are charged with responsibility for delivering scholarly communication related services and whether efforts were confined within the library or were provided in partnership with other university offices. Further, respondents were asked about the types of services offered, any plans to change or enhance those services, and what was the perceived greatest benefit derived from offering these services to their constituents.6

For the in-person interviews, ten questions that were intended to delve more deeply into the general topics covered in the online survey were prepared in advance of the interviews to guide discussion. Interviews were recorded on a digital voice recorder with the consent of the interview subject, and the audio file was destroyed after notes were compiled for this paper. The questions posed to interviewees were as follows:

1. Tell me about a "day in the life" of scholarly communication services at your library – the activities, questions, tasks – and how are these triaged across your department/ unit/library?
2. What types of outreach activities do you currently conduct? What topics and what modes of outreach (workshops, web pages, brown bag)?
3. What types of scholarly communication questions do you most frequently get from faculty?
4. Do you interact with students? Through what means? What types of scholarly communication questions do your students frequently have?
5. What copyright issues do faculty confront? In their teaching (in-person/ online?)? In their own research/writing? Do you/they have any opinions on the limitations under Britain's fair dealing exception as compared to the U.S.'s broader fair use exception?
6. Do you have an institutional repository?

If yes, what is the level of faculty participation? How is it marketed?

7. Do you have an open access policy at your institution? If yes, tell me about the process in proposing and adopting it (who had responsibility, what were concerns, how were those concerns addressed) If no, do you foresee this being proposed and passed in the near future?
8. Is your library engaged in publishing? Using OJS or some other platform? Is this just of faculty edited/produced research or also student works?
9. Does your institution have an open access publishing fund? If yes, what is the source of those funds and how is the fund administered?
10. Any other information you'd like to share with me about scholarly communication at your institution?

RESULTS

Survey Results

Twelve of the 37 RLUK member libraries to whom the survey link was distributed responded to the online survey. Because the intention of this research was to compare the organization of scholarly communication services in U.K. research libraries to research libraries in the U.S., responses to the survey that is the subject of this paper have been compared to the ARL member library responses to the 2012 ARL SPEC Kit survey. Sixty of the 126 ARL members responded to the SPEC Kit survey so there is a difference in sample sizes between these two surveys. The comparison presented in this paper is for the purpose of illustrating similarities in issues and priorities in research libraries in two different countries and differences in how these two groups have organized services in response to these similar issues and priorities.

One of the most interesting comparisons between research libraries in the U.K. and in the U.S. is the identification of persons responsible for delivery of scholarly communication services. According to the results of the 2012 ARL survey, 53% of the 60 responding U.S. research libraries indicated that they only assigned one or two individuals with this task. However, 100% of the U.K. research libraries responding to the present survey indicated that delivery of scholarly communication services was either provided by teams composed of several librarians and staff members or by a cross-institution committee or group composed of librarians and representatives from institutional offices of research and computing.

In response to the question on the types of scholarly communication services that research libraries in the U.K. are providing, there was an overwhelming similarity in the types of services that U.K. libraries provide as compared to the responses provided by U.S. libraries on the ARL SPEC Kit survey; however, a few differences must be noted. All of the U.K. research libraries responding to the survey indicated that they provide financial support of open access publishing through open access publishing funds, which are typically supported by funder block grants. However, only 33% of those responding to the same question on the 2012 SPEC Kit survey indicated that they maintain a fund to support open access publishing. Conversely, U.K. survey respondents indicated that they less frequently engage in hosting or publishing scholarly journals and in supporting digital humanities/e-science initiatives as compared to the U.S. research libraries who responded to the ARL survey.

U.K. libraries responding to the present survey indicated that they regularly collaborate with offices external to the library in the delivery of scholarly communication services. Seventy-five percent of those U.K. libraries that responded, as compared to only 6% of the U.S. libraries responding to the ARL survey, suggested that scholarly communication services were significantly supported through collaboration with or directly provided by offices external to the library. Most of the U.K. libraries who responded to the present survey described significant partnerships and collaborations between libraries and institutional research offices. These partnerships or collaborations involved shared administration and hosting of repositories and related researcher information systems that those research offices typically fund, as well as library management of block grants received by research offices used to support open access publishing. Further, a couple U.K. libraries indicated that responsibility for copyright education and consultation existed outside the library with either information technology or instructional technology staff; U.S. libraries who responded to the ARL SPEC Kit survey indicated that copyright services were generally provided by libraries and sometimes coordinated with the university's general counsel.

In both surveys, U.K. and U.S. research libraries indicated that the organization and provision of scholarly communication services are subject to change and enhancements. Specific to the U.K., there was a reported intention to hire additional personnel to support open access, publishing initiatives, and digital humanities. There was also suggestion that changes in national policy with respect to open access would have an impact on the scholarly communication services provided by libraries.

In the final question of the present survey, respondents were asked what they perceived as the greatest benefit to the university as a result of the library's provision of scholarly communication services. The majority of respondents indicated that the greatest benefit was helping authors increase the discoverability and impact of their scholarship. Other benefits reported include:

- Promoting author's rights (copyright)
- Assisting authors with selection of an appropriate publication venue
- Promoting compliance with and interpretation of open access mandates
- Emphasizing the library's role and importance in higher education and scholarly publishing

INTERVIEWS

As part of this research, interviews were conducted with scholarly communication personnel from seven of the libraries that responded to the survey; interviews were with multiple persons at the on-site visits and with persons who did not complete the online survey. These interviews were conducted both on-site at the research libraries and during the RLUK annual meeting. These conversations revealed more in-depth detail on the organization of scholarly communication services at U.K. research libraries and provided greater clarity on these libraries' priorities.

In reviewing and categorizing the comments made during in-person interviews, three overarching themes emerged:

1. Scholarly communication has increased as a priority for U.K. research libraries.
2. Scholarly communication services at U.K. research libraries largely consist of efforts to support compliance with funder open access mandates.
3. U.K. research libraries are creating new positions and services that reflect the shift in libraries from being information consumers to information producers.

U.K. research libraries are creating new positions and services that reflect the shift in libraries from being information consumers to information producers.

U.K. libraries have promoted open access for nearly two decades; however the issuance of open access mandates from research funders Wellcome Trust7 and RCUK,[8] and the release of a report on open access commonly referred to as the "Finch Report",[9] pushed open access to the top of the priority list for U.K. research libraries (Picarra). In response to the national open access policy shift, interviewees stated that their libraries hired or appointed dedicated scholarly communication personnel to assist with mandate compliance, including management of the block grants disbursed by funding agencies to cover article processing charges (APC) that are assessed to authors publishing in gold open access journals. Publication of research in gold open access journals is required by certain funder mandates and also recommended by the Finch Report. While all those interviewed indicated that part of the scholarly communication services offered included management of these block grants disbursed by funders, only a few libraries additionally managed institutional funds established to support open access publishing by researchers and faculty who were not eligible for or subject to the funder mandates. Supporting compliance with open access mandates became an even larger priority for U.K. research libraries with the release of a directive by HEFCE that all journal articles and conference proceedings that would be submitted as part of the Research Excellence Framework (REF) had to be deposited in an open access institutional or subject repository within 90 days of acceptance for publication. The interviewees indicated that their respective libraries responded to this policy change by assembling scholarly communication teams to not only continue management of the block grants and other institutional funds committed to covering APCs but also to respond to the large increase of deposits in their institutional repositories, including creation of appropriate metadata, monitoring of applicable embargoes, and collaboration with research offices and other administration to ensure accurate reporting and compliance. For some interviewees, response to the REF has also included additional collaboration with research offices, particularly where the institutional repositories have been superseded by a Current Researcher Information System (CRIS), primarily Elsevier's Pure,10 which most indicated was managed and funded jointly by research offices and the libraries. Finally, all those interviewed indicated that the increased focus on open access required development of additional training and outreach not only externally with those affected by the open access mandates but also internally so that library personnel who would be responding to inquiries or who would be assisting with compliance efforts would be up to speed on the new requirements and services.

According to interviewees, the shift in priority of scholarly communication within U.K. research libraries and with university administrations has allowed libraries to refocus their role as an important participant in the production of scholarly information as opposed to merely being a consumer of scholarly information. This shift in focus has led, in some of the interviewees' libraries, to the development of new services and new positions in areas such as bibliometrics, library publishing, and research data management. Bibliometrics services in two of the libraries that were visited has led to increased collaboration with individual colleges or departments to support production of research impact reports. This work has helped change attitudes about traditional metrics and caused some colleges and departments to reconsider traditional measurements of impact and instead place equal value on alternative metrics when making decisions about promotion and tenure. One interviewee noted that the library's bibliometrics work has led to a "wider definition of impact – not just within the discipline, but also measuring impact upon policy development, the government, and the general public."

U.K. research libraries are also investigating library publishing services. One library indicated that they were utilizing "their experience as facilitators and intermediators in information production as well as capitalizing on their experience with open access and emerging technologies" to successfully move into publishing. Another library stated that library publishing presented "enormous opportunities to do different things and to enable academics to disseminate their work in different ways." Interviewees discussed activities at not only their own libraries but also highlighted large scale publishing efforts that were being undertaken by other U.K. research libraries. Some interviewees referenced the closure of university presses and the assumption by libraries of continued publication of scholarly journals that had been produced by those presses. Some libraries were also experimenting with alternative publishing platforms, including blogs by scholars, with success and acceptance by those in the field in which the publishing was being done.

Another service that is being developed at some of the libraries interviewed is research data management. One library indicated that development of this service is in anticipation of an expansion of open access mandates to research data. Another library viewed research data management as a natural complement to the scholarly communication services offered in support of scholarly publishing generally and open access specifically.

DISCUSSION

Scholarly communication practitioners in U.S. research libraries, as can be gleaned from the results of the 2012 ARL SPEC Kit survey, share commonalities with respect to the organization and delivery of scholarly communication services in those libraries. However, a review of the U.K. research library survey results and interviewee responses demonstrate that assumptions cannot be made that such services are similarly organized and delivered at libraries outside the U.S. Although both U.S and U.K research libraries engage in open access advocacy, library publishing, institutional repository management, and other scholarly communication activities, the major difference in the open access policy landscape as well as the difference in copyright laws in the U.S. and the U.K. likely account for how those services are prioritized and staffed.

The survey and interviews demonstrate that U.K. have more dedicated personnel to scholarly communication than U.S. research libraries have presently employed. In U.S. academic and research libraries, scholarly communication is typically delegated to a single individual or to a very small team comprising a librarian and one or two support staff (Herold and Radom). However, the current study shows that U.K. research libraries often employ larger teams to deliver scholarly communication services. Survey responses and in-person interview discussions indicated that that these teams include anywhere from 4-10 persons. Another interesting observation from the in-person library visits was that these teams often work in large collaborative spaces without separation by office doors or cubicle walls. The hum of activity and across-the-room discussion differs from the arrangement of library professionals typically observed in U.S. academic libraries.

The increased priority of funder open access mandate compliance at institutions of higher education in the U.K. stands as the primary reason for the larger team approach to scholarly communication in U.K. research libraries. Managing several open access funds, the uptick in deposits into the institutional repository or CRIS, as well as the increased need for education and consultations on open access mandate compliance, demand a larger workforce dedicated to these services. Funder mandates in the U.S., such as those by federal government agencies, do not require publication in an open access journal and therefore do not necessarily increase the need for support of payment of APCs charged by open access journals or hybrid publications. Rather, the majority of the funder mandates in the U.S. require deposit by the funded author in the funder's own repository rather than in a repository managed by the library (SPARC).

With the U.K. open access mandates, particularly the recent HEFCE mandate, closely tied to financial support received by U.K. universities, the administrations of those institutions have made open access a university-wide rather than just a library priority. As a result, there is greater need for collaboration between U.K. libraries and university administrators, such as the institutional research office, than what is typically observed at U.S. institutions. U.K. institutions must leverage the experience libraries have in managing repositories and navigating publisher policies in order to bolster compliance efforts. Libraries are also entrusted with management of the blocks of funds dispensed to U.K. universities' offices of research to support the gold open access publishing done by their funded researchers.

While U.K. research libraries have dedicated more resources to open access compliance, they have not done so, as the survey and interview results indicate, in the area of copyright consultation and management. At U.S. institutions of higher education, it is commonly known that libraries serve as the primary contact for copyright question. The ARL SPEC Kit survey results also support this claim. A couple of the librarians interviewed for this paper indicated that copyright inquiries are frequently routed to the information technology offices at their campuses, particularly where those questions relate to supporting academics as teachers in their use of copyrighted materials in class. Interviewees indicated that historically library involvement in copyright was limited to ensuring compliance with license agreements and how licensed resources could be used by patrons. This difference in the level of copyright consultation services provided by U.K. libraries as compared to U.S. libraries is likely due to the availability of a broader fair use provision under U.S. copyright law as compared to the narrower fair dealing provision under U.K. copyright law.

Relatedly, persons interviewed indicated that the increased focus on open access has led to an increased concern with author's rights, and libraries are starting to take on the role of educating authors about management of their own copyright. A couple libraries indicated that they have begun advocating use of an author's addendum. Further, a movement is underway to promote adoption by a large number of U.K. universities of a Harvard-style open access policy. Most of the U.K. libraries interviewed indicated that their universities had adopted open access policies prior to the advent of the funder mandates. These policies, frequently referred to as publication policies, only require deposit in the repository; they do not create any kind of license from authors to the university or otherwise manage the author's copyright.[11] Interviewees indicated that compliance with these policies has not been a priority in recent years due to the release of funder mandates. However, compliance with HEFCE and a contemporaneous raising of consciousness about author's rights and embargoes has inspired the U.K. library community to begin discussions and negotiations to adopt an open access policy that would grant U.K. universities a pre-existing license to the scholarly works of their researchers (Banks).

CONCLUSION

This research concludes with a few takeaways for U.S. scholarly communication practitioners. One of these takeaways is the importance of collaboration with university administration. U.S. library deans and directors along with their scholarly communication staff should more actively endeavor to collaborate with offices of research or other offices charged with compliance in order to encourage university-wide discussions on open access and to assert the important role libraries can play in supporting researcher compliance with funder mandates. Libraries have expertise in technologies, publishing, and copyright management that could be leveraged by institutional offices to support development of programs to assist researchers who are subject to public access mandates or who have an interest in ensuring wider access to their published scholarship.

Another takeaway for scholarly communication practitioners in the U.S. is to reexamine their libraries' current organization and delegation of responsibilities for services that fall under the umbrella of scholarly communication. As observed during the in-person interviews, the model adopted by several U.K. research libraries is creation of a large team dedicated to coordinating and collaborating in the delivery of scholarly communication services. This not only facilitates in the development of workflow and other efficiencies related to library publishing, institutional repository management, and open access advocacy, but also increases the visibility of a library's scholarly communication program to the larger university community. Further, the number of services that fall within the definition of scholarly communication is too wide and varied to be successfully pursued by a single or pair of individuals (Herold). Aspects of scholarly communication ideally should be a part of every librarian's repertoire.

A final takeaway for U.S. scholarly communication practitioners is the importance of contributing their expertise on scholarly communication issues, such as open access and copyright, to government processes. Open access enjoys acceptance and strength in the U.K. partially on account of governmental acknowledgement and support of open access principles. In the U.S. form of government, there are opportunities to influence and participate in the shaping of law and policy through communication with legislators and responses to calls for public comment by government agencies and branches. U.S. libraries should directly communicate with state and federal representatives whenever legislation is proposed that would either positively or negatively impact access to published scholarship, educational materials, or other copyrighted works. Libraries should also, either individually or in concert, respond to calls for comment issued by federal agencies or other governing offices on matters relevant to libraries.

Despite some of the differences in the organization of scholarly communication services in U.K. academic and research libraries as compared to U.S. libraries, scholarly communication practitioners here can utilize the experiences in the U.K. in adapting or enlarging services offered at U.S. libraries. The model of engagement presented by the experience of U.K. scholarly communication practitioners can inform the future direction and activity of those in U.S. academic and research libraries and lead to the creation of new services and expansion or reorganization of current efforts. ■

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FOOTNOTES:

1 Examples of literature produced about scholarly communication services at U.S. academic libraries include Sugimoto, C.R., et al. (2014). Beyond Gatekeepers of Knowledge: Scholarly Communication Practices of Academic Librarians and Archivists at ARL Institutions. College & Research Libraries, 75(2), 145-161. **https://doi.org/10.5860/crl12-398**; Charbonneau, D.H. & Priehs, M. (2014). Copyright Awareness, Partnerships, and Training Issues in Academic Libraries. The Journal of Academic Librarianship, 40(3-4), 228-233. **https://doi.org/10.1016/j.acalib.2014.03.009**; Carpenter, M., et al. (2011). Envisioning the Library's Role in Scholarly Communication in the Year 2025. portal: Libraries and the Academy, 11(2), 659-681. **https://doi.org/10.1353/pla.2011.0014**; Radom, R., et al. (2012) SPEC Kit 332: Organization of Scholarly Communication Services. Washington D.C.: Association of Research Libraries.

2 Association of Research Libraries: Publications and Resources **http://www.arl.org/publications-resources** (accessed August 2, 2016).

3 Research Libraries UK **http://www.rluk.ac.uk/** (accessed July 18, 2016)

4 SCONUL **http://www.sconul.ac.uk/** (accessed July 18, 2016)

5 Home – Higher Education Funding Council for England **http://www.hefce.ac.uk/** (accessed July 18, 2016)

6 The full survey is reprinted in the Appendix to this article.

7 Wellcome Open Access Policy **https://wellcome.ac.uk/funding/managing-grant/open-access-policy** (accessed August 4, 2016)

8 RCUK Open Access Policy **http://www.rcuk.ac.uk/research/openaccess/policy/** (accessed August 4, 2016)

9 "Accessibility, sustainability, excellence: how to expand access to research publications: Report of the Working Group on Expanding Access to Published Research Findings."

10 Elsevier Pure – Helps Research Managers **https://www.elsevier.com/solutions/pure** (accessed August 8, 2016)

11 Examples of U.K. institutional open access policies: Kings College **http://www.kcl.ac.uk/library/researchsupport/openaccess/Kings-Open-Access-Policy.aspx**; Imperial College **http://www.imperial.ac.uk/research-and-innovation/support-for-staff/scholarly-communication/open-access/oa-policy/**.

Grants & Funding

» An overview of grant and funding opportunities for librarians.

PROGRAM	SPONSOR	CLOSING DATE
Preservation Assistance Grants for Smaller Institutions. Preservation Assistance Grants help small and mid-sized institutions—such as libraries, museums, historical societies, archival repositories, cultural organizations, town and county records offices, and colleges and universities—improve their ability to preserve and care for their significant humanities collections. These may include special collections of books and journals, archives and manuscripts, prints and photographs, moving images, sound recordings, architectural and cartographic records, decorative and fine art objects, textiles, archaeological and ethnographic artifacts, furniture, historical objects, and digital materials. Details	National Endowment for the Humanities	5/2/2017
The Preservation and Access Education and Training program is central to NEH's efforts to preserve and establish access to cultural heritage collections. Thousands of libraries, archives, museums, and historical organizations across the country maintain important collections of books and manuscripts, photographs, sound recordings and moving images, archaeological and ethnographic artifacts, art and material culture collections, electronic records, and digital objects. The challenge of preserving and making accessible such large and diverse holdings is enormous, and the need for knowledgeable staff is significant and ongoing. Details	National Endowment for the Humanities	5/2/2017
Humanities Access grants help support capacity building for humanities programs that benefit one or more of the following groups: youth, communities of color, and economically disadvantaged populations. Humanities Access grants establish or augment term endowments (that is, endowments whose funds are entirely expended over the course of a set time period) to provide funding for existing programs at institutions such as public libraries, local and regional museums, historical societies, community colleges, HBCUs and tribal colleges, Hispanic-serving institutions, archival repositories, and other cultural organizations. Humanities Access grants are intended to seed longer-term endowment-building efforts. Details	National Endowment for the Humanities	5/3/2017
The Awesome Innovation in Libraries Chapter was created by a small working group of passionate librarians within Library Pipeline who wanted to provide a catalyst for prototyping both technical and non-technical library innovations that embody the principles of diversity, inclusivity, creativity, and risk-taking. Naturally, we embedded these principles into the grant selection guidelines. We are thankful for our dedicated team of trustees and sponsors who make this initiative possible. If you have an awesome library project that fits within these principles, we want your application! Apply Now, Proposals are due on the 1st of each month, decisions are rendered by the end of the month. Accepting grant submissions on March 1st (deadline to submit is March 15th). Questions? Email us at: libraries@awesomefoundation.org	The Awesome Foundation	Ongoing
Beyond Words. Dollar General, in collaboration with the American Library Association (ALA), the American Association of School Librarians (AASL) and the National Education Association (NEA), is sponsoring a school library disaster relief fund for public school libraries in the states served by Dollar General. The fund will provide grants to public schools whose school library program has been affected by a disaster. Grants are to replace or supplement books, media and/or library equipment in the school library setting. Details	Dollar General	Ongoing
Bookmobile Grant Program. Lois Lenski, children's book author and 1946 Newbery medalist for Strawberry Girl, had a life-long concern that all children have access to good books. Toward that end, the Foundation provides grants to bookmobile programs that serve children from disadvantaged populations. The Lois Lenski Covey Foundation awards grants to organizations that operate a lending bookmobile for purchasing books published for young people preschool through grade 8. Bookmobiles operated by charitable [501(c)(3)] and other non-taxable agencies, including public libraries or schools, are eligible. The Foundation provides grants to organizations that serve economically or socially at-risk children, have limited book budgets, and demonstrate real need. Grants for 2017 will range from $500 to $3000 and are specifically for book purchases, and cannot be used for administrative or operational uses. Details	Lois Lenski Covey Foundation	Ongoing (February-October)
Through the generous donation of Marina "Marney" Welmers, an AASL member and retired middle school librarian, AASL is pleased to offer the Inspire Collection Development Grant, a grant so that an existing public middle or high school can extend, update, and diversify the book, online, subscription and/or software collections in their library in order to realize sustainable improvement in student achievement at their school. The Fund is $20,000 per year. The direct assistance grant shall be capped at $5,000. At least four grants per year will be awarded with the total number of grants determined by number of applicants, geographic distribution, and total unmet need as determined by the Jury. Of the total, at least two (2) grants up to $5,000 per year will be awarded to a public middle or high school that has 85% or more of its student population qualified for Free/Reduced Lunch (FRL) program. Details	AASL	Ongoing

The D.U.C. Library Program provides public schools and libraries with free books on contemporary art and culture. All public institutions who self-define as underserved are encouraged to create and account and place an order through our website. This year, A.R.T. is thrilled to feature over 148 new titles, as well as new educational and editorial content on our redesigned website. We hope you will also take a look at our journal to learn more about our activities and the books we distribute. If you have any questions, comments, or suggestions as to how we can better serve you and your students and readers, we hope you will be in touch! Please write us with thoughts and suggestions at: duc@artresourcestransfer.org. Details	Art Resources Transfer	Ongoing
Children's author Ann M. Martin and friends began Lisa Libraries as a memorial to a friend. Lisa Libraries donates new books to organizations serving children in low-income areas, and helps to start or expand children's libraries in places such as day care centers, prison visiting areas, and after school programs. Details	Lisa Libraries	Ongoing
Barnes & Noble considers requests for national and local support from non-profit organizations that focus on literacy, the arts or education (K-12). In addition, Barnes & Noble is committed to literary-based sponsorships and seeks to partner with organizations that focus their core businesses on higher learning, literacy and the arts. Details	Barnes & Noble Booksellers	Ongoing
Surplus Books Program. The Library of Congress has surplus books available to non-profit organizations. The books are a mixture of topics with only a small percentage of publications at the primary and secondary school levels. Your library needs to send or designate someone to choose books from the collection and pay for shipping the material. Details	Library of Congress	Ongoing
TechSoup has the products you need to maximize your technology services to your community. Whether you're looking to upgrade your public access computers, seeking new software, or searching for a way to keep your technology secure, TechSoup's donation program can help you make it happen. We also have a wide range of content and free webinars tailored especially for public libraries on TechSoup for Libraries. Details	TechSoup	Ongoing
The Wish You Well Foundation supports family literacy in the United States by fostering and promoting the development and expansion of new and existing literacy and educational programs. Details	Wish You Well Foundation	Ongoing

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