» "Libraries offer, for free, the wisdom of the ages – and sages – and, simply put, there's something for everyone inside.." -LAURA BUSH

Strategic Library™

Issue 3 // March 2014

3D Printing in Libraries Is Not About 3D Printing

» Columbia University's Science & Engineering Library adds a new dimension to its patron services.

BY JEFFREY LANCASTER

So you want to buy a 3D printer for your library? Great! Any time a library is thinking of trying something new, I'm all for it.

3D printers are one sign of the search for new, additional roles for libraries. They are the most visible member of a group of tools outfitting makerspaces and are at the forefront of a push by educators (and 3D printer manufacturers) to outfit schools with STEM-inducing equipment.

Makerspaces are the next evolution of the high school woodshop; some makerspaces are replete with high-tech tools for digital fabrication, electronics, gaming, "making," and much more. The inventory of tools in a makerspace varies from one location to the next, but all makerspaces share an ethos of applied learning by doing.

Libraries are increasingly enthusiastic about makerspaces because they can provide a place for patrons to manifest the knowledge gained through more traditional library offerings (reading). Mainstream and library literature is becoming flooded with descriptions of and implementations for makerspaces.

But building a makerspace is not at all about building a makerspace, and adding a 3D printer is not at all about adding a 3D printer. They are both, however, about organizational change.

When I first thought it might be worth putting in the effort to acquire a 3D printer at my library, I cast my pitch in much the same way I've constructed the core message of this article. I thought a 3D printer would be a good carrot for patrons to begin using the suite of 3D modeling software we were already licensing and providing on many

The most important element of our outreach, however, has been the relationship-building that results from conversations about 3D printing in patrons' research.

library workstations. Even then, I was still thinking that "3D printing in a library is not about 3D printing." At the time, however, I didn't know the changes and challenges our organization would face.

How you and your library answer a series of pertinent questions might help you determine whether you even *should* get a 3D printer, much less what you can do with it to prevent it from becoming an expensive paperweight.

GETTING STARTED

One part of my job (that I really enjoy) is assessing new technologies to support research and teaching, developing plans for how we might implement services built around these new technologies, and then executing the plans to bring new services to patrons. We don't develop services around all of the technologies I look into, but I get to test new things and push the boundaries a bit. Then my director and upper management decide if and when we're ready to move ahead with implementing full-blown services.[1]

Even though I don't currently oversee any staff or control any budget, I'm lucky to be given tremendous leeway to push from the middle. I think it would be wise for an organization to strategically identify staff members who are pushing the technology envelope and turn to them as questions arise about new technologies, such as 3D printing. The first questions you might ask include:

Why are we even interested in 3D printing? Would our patrons use a 3D printer? How are other libraries like ours using 3D printing (if at all)?

The reason for a library to get a 3D printer has to be more substantial than "because it's cool." 3D printers are undeniably fun to watch and they are absolutely cool, but that's not enough.

Considering how a 3D printer might fit into your existing strategic plan, or how it might influence future strategy, is a good first step to see whether it could align with your existing priorities. You may not read your strategic plan first thing every morning, but revisiting it will help to make a case for spending time thinking about why you want to add a 3D printer.

At Columbia, we're finding that most of the emerging technologies in which we're interested are positioned at the intersection of "new modes of research," "professional development," and "outreach." By aligning with various elements of our strategic plan, we were able to bring something that doesn't have a place in a traditional library context into the conversation around how we add value for our researchers.

STAFFING

3D printers are relatively inexpensive (hundreds to thousands of dollars) in comparison to the staff time that will be devoted to using the 3D printer, maintaining it, and educating students, faculty, and staff. In my opinion, the single most important determinant for whether a library should get a 3D printer and for whether the programming built around the 3D printer will be successful is whether the library has the appropriate staff to work with the printer. Regarding staffing, you ought to ask:

Does any existing staff member have the necessary skills and interest to use, fix, and teach others how to use the printer? If not, is the library willing to invest in staff training or hire new staff who might already have that expertise?

Though manufacturers are developing 3D printers that are increasingly user-friendly, 3D printers (like all printers) require a bit of tinkering, maintenance, and know-how. Someone still needs to load the filament (or resin or powder—the "ink" of the 3D printer); someone still needs to know whether the printer is functioning properly; someone still needs to call the vendor when it breaks.

Our experience has shown that a 3D printer will eventually break (as do all printers). As with any piece of equipment, if no one within the organization can use or maintain the device or, at the very least, is responsible for it, then it is only a matter of time until this great new technology will be gathering dust.

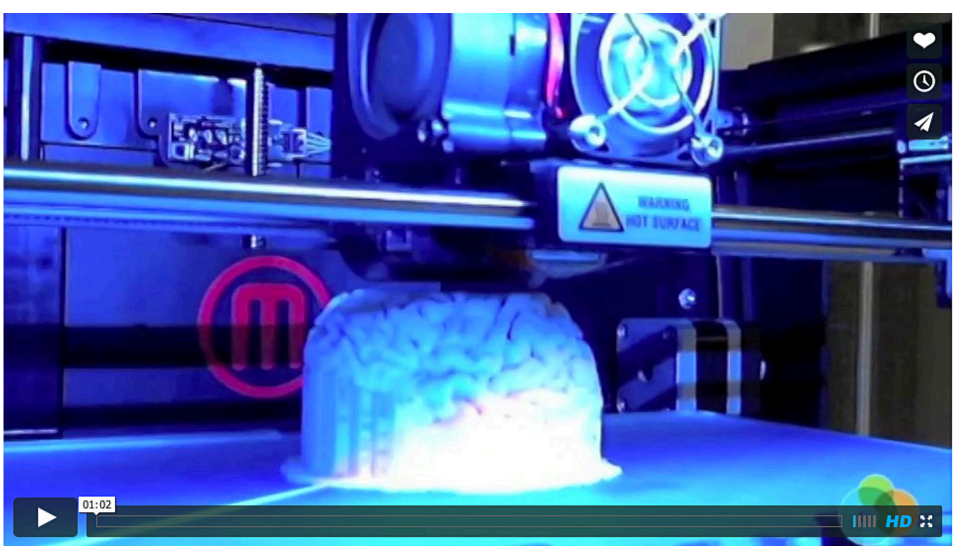
THE ECOSYSTEM

Lately, I feel like I've been saying this a lot: "3D printing is easy. 3D modeling is hard." For a library to support 3D printing, it's worth giving a lot of thought to whether you can also support 3D modeling and the other necessary parts of a 3D printing ecosystem. Licenses for some software programs that drive the creation of 3D models cost thousands of dollars, while other programs are free. For libraries on a tight budget, it is possible to provide support for 3D modeling to patrons by selecting the right programs.

But software is not something many libraries are used to providing. Some databases are installed like software, and libraries have experience running programs from CDs, so you might ask yourself these questions:

Does your library have the staff to support software? Does your library have a mechanism to purchase software (if necessary)?

At Columbia, our growing pains to support software have involved developing new budget lines to purchase software; codifying



a support model that parallels our subject specialist and electronic resource contact models; and applying as much of our experience in handling licensed electronic resources (such as databases, e-journals, and e-books) to how we handle software.

BUDGET

Library collections budgets aren't really built for buying and supporting a 3D printer. We're willing to spend many thousands of dollars on subscriptions to large publishing packages, but finding an extra $2,500 for a 3D printer can be surprisingly difficult. Purchasing a 3D printer might require re-prioritizing other funds if you have already set your budget for the next fiscal year. When thinking about your budget:

Is there room in this budget or the next to move some money around for a 3D printer?

I wish libraries had a sort of "new technologies" fund, but this isn't something most libraries are comfortable with (yet). IT budgets, on the other hand, are used to handling equipment purchases, they know how to work with consumable resources, and they are often tasked with purchasing replacement parts to keep a device operational.

I can imagine a wide range of responses from an IT group when grappling with how to handle support for a 3D printer. Depending on the peculiarities of a library's organization, the IT office may enthusiastically want to run the 3D service or not be involved at all.

In my opinion, partnering with your IT group is a good idea. Depending on their normal level of patron interaction, however, it might be best for the budget line to run through the IT group but to have support coming from other parts of the organization that have more of a service-oriented focus.

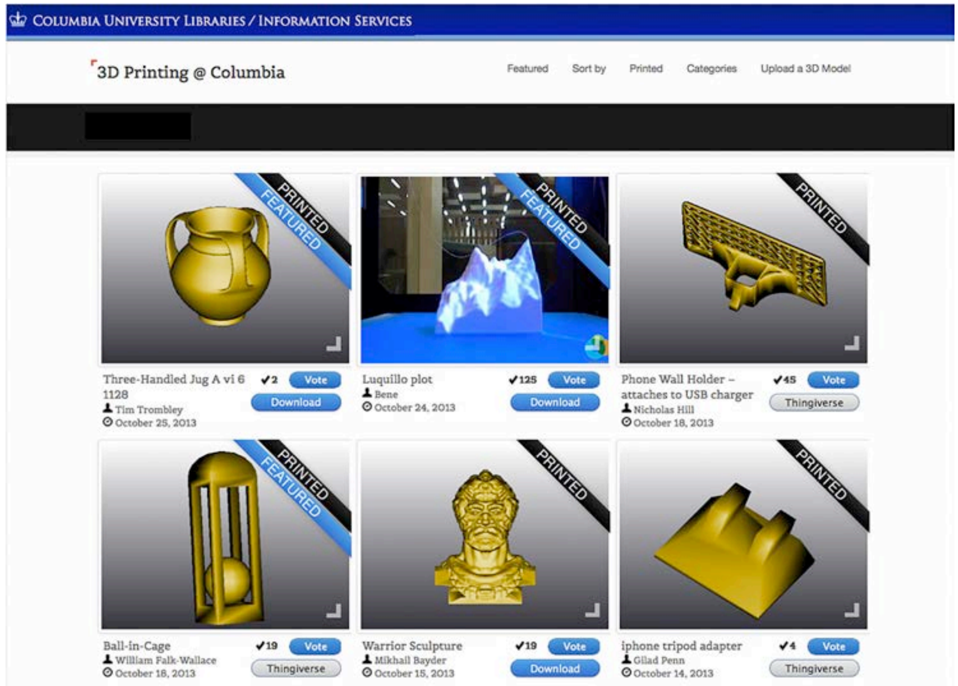
At Columbia, we found the resources to purchase a 3D printer by working with our IT group, but they have not been involved in its day-to-day operation.

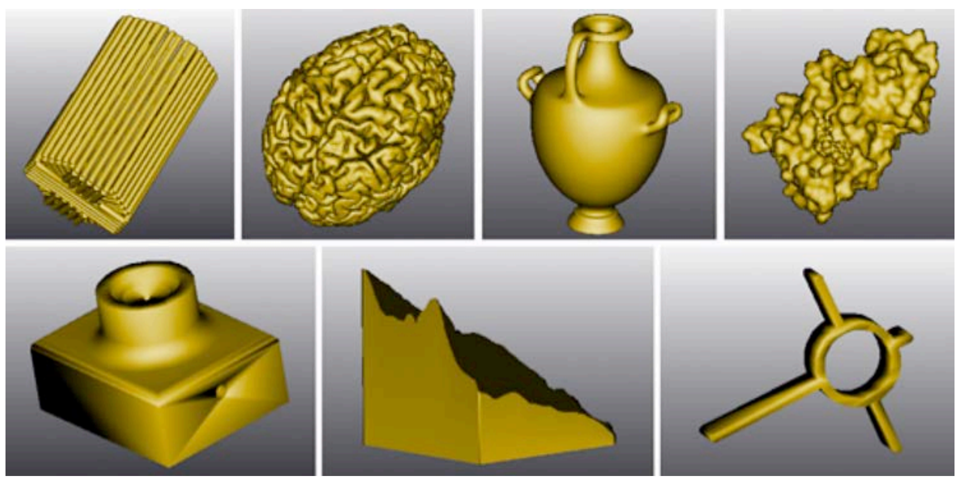
SUSTAINABILITY

Other budget-related questions might deal with how to ensure a sustainable service model:

Do you want to charge patrons for using the 3D printer? Do you have a mechanism to collect money from patrons? How do you price the cost? Do you include consumables and equipment costs in your library's annual budget?

Some libraries charge according to the weight of the 3D object (objects can be printed with various bulk densities, so printing is best measured in terms of weight, not volume). At my library, we're still in the early stages of gauging whether 3D printing is something our campus wants, needs, or will use. We've had the luxury to avoid questions of charging for 3D printing during our pilot phase while we offer this as a free service; we have not, however, committed to print everything patrons want to print.



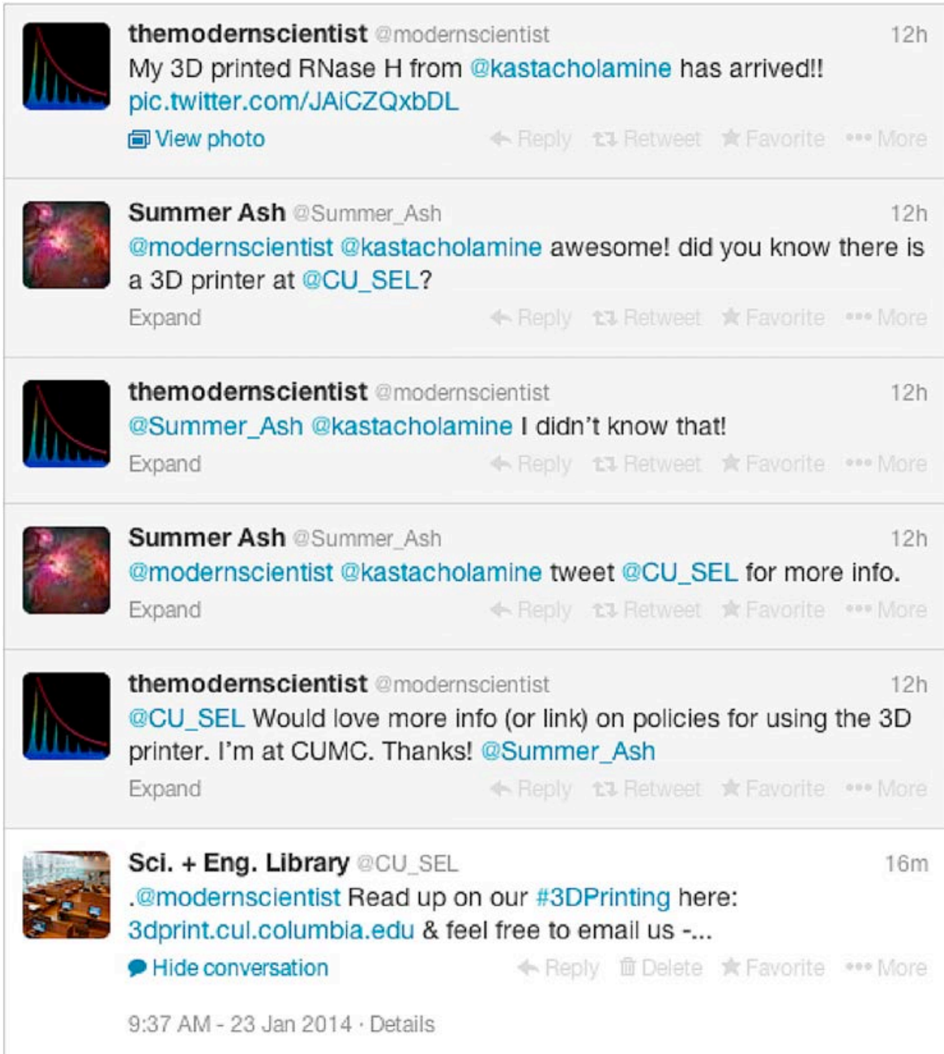


OUTREACH

Any new flashy technology will disappoint if users can't see it in action. If the printer is out of service, hidden away, or otherwise inaccessible to patrons, libraries are missing an opportunity to make patrons aware of the new roles being played by the library. At Columbia's Science & Engineering Library, we have used 3D printing as a means to connect with students, faculty, and staff in a way that looks much more like advertising and outreach than it does digital fabrication. Our emphasis has been to use our 3D printer as a conversation starter, and not an end in itself.

We've built a robust outreach program developed in three phases where we leverage the "cool" factor of 3D printing to work towards our mission of supporting students and researchers. First, as part of our Digital Center Internship Program, I worked with a talented student to set up a Wordpress site (http://3dprint.cul.columbia.edu) that functions as a submission mechanism, a print queue, and a gallery for 3D models from patrons (the interests of both students and faculty have been piqued by 3D printing).

Not all of the models were made by patrons themselves—some were downloaded from sites like Makerbot's Thingiverse (http://www.thingiverse.com)—but patrons continue to make and share really



interesting objects, including models of DNA nanostructures (http://3dprint.cul.columbia.edu/?p=1666), brain models based on MRIs (http://3dprint.cul.columbia.edu/?p=2036), recreations of Greek vessels, protein structures (http://3dprint.cul.columbia.edu/?p=2307), a water filtration device (http://3dprint.cul.columbia.edu/?p=2072), topographic maps of research sites (http://3dprint.cul.columbia.edu/?p=1865), and tools for culturing cells (http://3dprint.cul.columbia.edu/?p=2465).

Second, we set up a series of webcams to live stream the 3D printer, and we have used the webcams to make time-lapse movies of objects printing; a 3D printer is engaging when it is 3D printing!

The movies have helped us better explain to patrons how the technology works by allowing us to condense a several hour print job into a several minute movie. The live streams enable us to share the action of printing with the online public, and also to monitor a print job remotely in case it somehow goes awry; we can turn off the printer remotely (we use a WeMo switch) to conserve materials.

Third, we've incorporated the 3D printer and live streams into some of our other outreach programming, including tweeting links to the model and the live stream when the printer is printing, hosting prize giveaways for original models uploaded to the site, and hosting workshops about 3D printing and 3D modeling.

The most important element of our outreach, however, has been the relationship-building that results from conversations about 3D printing in patrons' research. Getting a foot in the door to talk with researchers about their work, about how they might use 3D printing, or about the new questions that might be possible to answer using 3D printing has made us more able to effectively support their work. These conversations inevitably turn to other library concerns, including questions of data and file sharing, metadata, copyright, and supporting software.

WHAT'S NEXT?

When you began reading this article, you might have hoped that I'd provide some guidance on what kind of printer to buy or what kinds of materials work best for printing.[2] However, I know that in short order the technologies around 3D printing will change faster than we can properly comment on them, and that other avant-garde technologies will soon take the place of 3D printing (even though I won't yet pin down what those are).

My hope is that by questioning any new technology through the lenses of staffing, ecosystems, budget, sustainability, and outreach, you can make the decision that is right for your organization, for your mission, and for your patrons.

Did I miss anything that you've found to be an important consideration when testing or adopting a new technology in your library? Please email me at jeffrey.lancaster@columbia.edu to continue the conversation. ■

ABOUT THE AUTHOR: Jeffrey Lancaster is the Emerging Technologies Coordinator at the Science & Engineering Library at Columbia University. He holds a Ph.D. in chemistry from Columbia, has a varied background as a chemist, sculptor, historian of science, and freelance Web designer. He is broadly interested in how technology can inform and impact the scientific research process.

FOOTNOTES:

1. The questions I raise throughout this article are the result of many conversations with my director and other upper level managers. I'm grateful to them for sharing their perspectives with me, and I hope I have communicated them well.
2. We purchased a Makerbot Replicator 2 in the spring of 2013, and we currently only print PLA (http://store.makerbot.com/pla-filament). It smells like waffles.

A Post iPad World

» Developing and encouraging mobile technology skills for library staff.

BY MARY AAGARD, MICHELLE ARMSTRONG, AND PEGGY COOPER

"The Times They Are A-Changin'"

In 2006, professors at the Department of Information Studies at the University of Tampere in Finland examined the skills library employees would need in 2015. The top five skills they identified were customer-orientation, networking, information acquisition, tolerance of uncertainty, and problem-solving.[1]

New technologies, changing patron expectations, and the erosion of the traditional higher education model are forcing libraries to reevaluate the skills needed by all staff. Rudy Leon, Technology Training Librarian at the University of Illinois at Urbana-Champaign, noted that, "Libraries have to change to serve the changing needs of our users; that means changing staff skill sets just as much as it means changing services to meet how students learn and faculty teach."[2]

As a dynamic and growing research institution, Boise State actively pursues creating an information and technology-rich environment. The university is noted for its "spirited optimism, transformative thinking, principled action, and responsible risk taking."[3] Albertsons Library, a central university service, has adopted these characteristics and actively works to support the university's strategic plan.

In early 2006, for example, the Albertsons Library staff began exploring how to provide ebooks to patrons by selecting 167 ebook titles from the ProQuest Safari Tech Books Online database. As more and more ebooks became available and mobile devices were increasingly adopted by Boise State students and faculty, Albertsons Library began changing its collection development practices.

Over the next few years, the library adopted ebooks as the preferred monograph format and grew its ebook holdings to more than 150,000 titles. These efforts affected all library services and dramatically changed how the library provides access to information.

With forces, both internal and external, driving a new way of providing library services, Albertsons Library reached a point of no return. As a campus leader in mobile technology, the library's administration concluded that the modern workforce certainly needed to be skilled at using mobile devices.

iPADS FOR ALL

In 2012, Peggy Cooper, then Interim Dean, had an experience that caused a major shift in how mobile technology was provided to library employees. While speaking with a member of the Circulation staff, she discovered that an employee did not know how to download an ebook to a mobile device. Although the staff member was aware of instruction materials available through the library's Web site, she did not have firsthand experience accessing ebooks. Consequently, she was concerned that she would not be able to assist patrons.

Recognizing how important it was for library employees to be able to access ebooks, the decision was made to provide iPads to all library employees regardless of rank or job duties. By the fall of 2012, every

employee at Albertsons Library received an iPad for their own use.

Specifications for how the employees would use the iPads were minimal. The only explicitly stated requirement was that library employees must be able to locate and download an ebook from the library's collection. Beyond accomplishing this task, employees were not given any other job-related expectations on how they would use the iPad.

In other words, staff members were encouraged to treat the device as their own, meaning they could use it for both work and personal purposes. They were encouraged to play with the iPad and discover its capabilities.[4]

The library's computer services staff provided basic training to the librarians on the use of the iPads, and the manager of the library's network services offered to meet with each employee who received a device. The library's administrators, however, did not receive specific training. Consequently, the administrators were encouraged to develop strategies for self-education.

All users were encouraged to explore ways that iPads could be used within the library setting. One example was a staff-created Google site, which included links to support materials, a how-to guide on iPad basics, and lists of favorite apps, including games and other recreational tools.

RESULTS OF iPADS FOR ALL

As expected, certain uses of the iPad were readily adopted by most employees. Almost immediately, staff began using their iPads to take notes during meetings and look up information on the Internet. Other frequent uses included checking e-mail and retrieving calendar appointments.

Staff also used the iPads for purchasing off-site acquisitions, creating a mobile computer lab to support software training, and photographing and e-mailing meeting minutes.[5] The portability and connectivity of the devices allowed many employees to explore ways to provide library services whenever and wherever they were needed.

Many innovative and unexpected uses of the iPads were developed. For example, library staff came up with the idea of hosting of an "Appy Hour" where library employees shared their favorite app or useful feature they had discovered. The library's technical services staff was entertained one morning when an employee began playing her "Cat Piano" app. Another employee shared a meditation app he used for stress reduction. The staff was good natured and placed no stigma on any personal preferences shared in the exchanges.

Another example of an innovative use of the iPads resulted in the development of the Rapid Access Response Team (RART), an internal multi-unit work group formed by staff to handle e-content related issues. The intent of the group was to provide library staff with one number they could call, or one e-mail address they could use, to report e-content issues quickly and expect an immediate response. Staff members from acquisitions, digital access, computer services, serials, and interlibrary loan worked together to log the help tickets and find solutions to the problems. The tickets often concern e-content access via mobile devices.

As a result of these exchanges, library employees began to see each other differently. By observing one another using iPads in ways no one had imagined, a new respect, awareness, and appreciation developed for each others' skills and abilities, regardless of the position or rank of the user.[6]

An example is the disparate group that came together to write the first "iPads for All" article[7] and later gave a state-wide presentation on the project. The authors were from different library units with different levels of responsibilities, but all had been actively engaged in exploring how to use iPads in their work. Using their own unique perspectives, they were able to articulate how the iPads and the project had supported a culture of inclusiveness in the library.

ONE YEAR LATER

In the fall of 2013, all Albertsons Library employees were surveyed regarding their use of iPads and ebooks. The survey was designed to provide further details on how the devices had been adopted and had affected an employee's work life. Of the 58 members on library staff, 36 completed the survey.

Results showed that many employees owned one or more mobile technology device, such as a laptop (64%); mini-computer, including an iPad (50%); ereader (22%); or Internet-enabled cell phone (69%). However, most respondents did not have access to Wi-Fi at home (89%). (Access to a wireless Internet is critical to capitalizing on the mobility that an iPad provides.)

The survey also revealed that library

Another example of an innovative use of the iPads resulted in the development of the Rapid Access Response Team (RART), an internal multi-unit work group formed by staff to handle e-content related issues.

employees were still using their desktop computers as their primary device. However, ereaders or iPad, were noted as the second most frequently used device. Library employees also found their iPads to be convenient and portable, and used them for many job-related tasks.

A large portion of the respondents (54%) indicated that they accessed ebooks "Routinely" to "Very Often." However, a similar number (48%) reported that they access ebooks only "Occasionally" or "Seldom." When employees do use ebooks, they are primarily accessing them through either the Albertsons Library catalog (86%) or another library catalog (46%). Many employees (43%) are purchasing their own ebooks through services such as Amazon, iBooks, or the Barnes & Noble Web site. Interestingly, no employee responded "Never" to the question on whether they accessed ebooks, indicating that all employees have experience with ebooks, even if it is only minimal. The data supports the conclusion that the original goal of the "iPad for All" project, having every employee able to locate and download an ebook, was achieved.

Another question in the survey asked, "How has having access to an iPad changed your work at Albertsons Library?" Responses varied from the terse, "it hasn't" to a more encouraging statement:

"I have learned a lot about the capabilities of mobile technology. We kept hearing how important mobile technology was becoming and it's nice to have the opportunity to see that and really understand where we're headed (something I could NOT have afforded to do with my current income)."

Other employees mentioned specific ways that they have benefited from the devices, including the ability to take notes, research questions during meetings, locate items in the stacks, eliminate printing, answer questions when away from a desk, and document physical issues for maintenance services.

One of the most surprising comments was from one employee who stated she – yes. had "never worked at Albertsons without one." Just as Boise State's millennial students are considered to be "digital natives" because they have always had access to computers, this staff member appears to be the first "mobile native" in our library. For her and her contemporaries, all library employees have and use mobile devices.

OUTCOMES AND CONCLUSIONS

iPads can be used in many innovative and useful ways and add tremendous value in the ability to access information whenever it is needed and wherever it resides. The library's public services functions are more easily enhanced and expanded when staff incorporated the devices in their interactions with patrons.

Not all library tasks lend themselves to becoming mobile, however. This observation was particularly true in the technical services area where many daily activities can be best accomplished using a desktop computer.

Recently, the Albertsons Library's administration decided to move to a one location service model integrating Circulation and Reference desks into a single point of service was unexpectedly facilitated by our comprehensive adoption of mobile technology. The transition was made significantly easier since all staff members are familiar with mobile technology and e-content. When creating a single point of service model – yes, it is the same with tiered reference using para-professional staff from multiple library units, the use and mastery of mobile technology and e-content is essential.

Mobile skills are crucial to the success of a twenty-first century library. As the year of iPad "play" unfolded, certain competencies that must be achieved by all staff members were identified. For example, not being able to download an e-book is equivalent to not being able to use a call number.

To ensure that the staff has the required skills, a formal training program will be needed to continue to build on the past year's experience. Since our patrons will be navigating e-content waters, it is essential that library staff become equally competent captains of those same waters.

A final, but critical, consideration is the cost of new mobile equipment. The continually changing economy, relentless pressure from increasing journal prices, and decreasing budgets will force library administrators to make difficult choices among services, staff, and technology.

At Albertsons Library, however, we believe the calculated risk we took to provide all staff with an iPad has paid off with new staff skill sets, an increased ability to respond to future decisions, and improved overall customer service. ■

ABOUT THE AUTHOR: Mary Aagard is the Head of Access Services, Albertsons Library, and can be reached at maryaagard@boisestate.edu. Michelle Armstrong is the Scholarly Communications and Data Management Librarian, Albertsons Library, and can be reached at michellearmstrong1@boisestate.edu. Peggy Cooper is the Associate Dean, Albertsons Library, and can be reached at pcooper@boisestate.edu.

FOOTNOTES:

[1] Verho, S. (2008). Finland library skills of the future. Scandinavian Library Quarterly, 41(1), p. 7.

[2] Leon, R. (2011). Retooling library staff to take on the future, where a state of flux is the new normal. Library Connect, 9(3), p. 4.

[3] Boise State University. (2013). Vision for strategic plan 2012-2017. Retrieved from http://academics.boisestate.edu/strategic-plan/vision-for-strategic-plan-2012-2017/

[4] Aagard, M., Armstrong, M., Cooper, P., & Nuxoll, R. (2013). iPads for all. College & Research Libraries News, 74(1), pp. 18-20.

[5] Ibid.

[6] Ibid.

[7] Ibid.

Integrating E-Usage that Matters

» Coates Library moves beyond print circulation statistics in its Use of Resources report.

BY LANETTE GARZA

The value of a university library can no longer be communicated through print circulation statistics alone. Rather, an integrated approach that collects electronic resources use as well as other pertinent library services can yield a report that more appropriately presents the current reality of decreased print circulation but increased e-usage.

It was critical to the administration of Coates Library at Trinity University that all electronic resources be analyzed, overseen, and managed before any decision to purchase or renew was made, and creating a new position, the E-content Analysis & Assessment Librarian, was essential to achieving that goal. I was hired in March 2013 to help develop and implement assessment initiatives that support data-informed decisions related to the evaluation of electronic resources.

But how to collect the appropriate data and, more importantly, how to tell the story of the library's value through this data proved to be both a challenge—and also pretty cool!

A review of the tasks required to integrate e-usage statistics into the library's current reports illustrates just how much this new position was needed. My work on this project began in June 2013 and still continues. Although the work is ongoing, I can now share our methods for collecting usage data, provide a glimpse into the dashboard we are creating and using, and discuss some of our future goals.

GETTING STARTED

For years, Coates Library has collected detailed circulation statistics and reported

Table 1: E-content Statistics

E-CONTENT CATEGORY	COUNTER/STANDARD USED	PLATFORMS SELECTED
Core Databases	JR1-Number of Full-Text Article Requests by Month & Journal (Data is collected monthly)	Top 10 (criteria is currently being established)
eBooks	BR2-Number of Successful Section Requests by Month & Title (Data is collected monthly)	GVRL ABC-CLIO Cambridge Histories Online EBSCO Academic eBooks Oxford Handbooks
PDA Triggers	PDA Trigger Report (Data is sent to us weekly via e-mail)	Ebrary PDA
Streaming Media	MR2-Number of successful multimedia content unit requests by Month, Collection, and Item Type Music: Tracks Played Images: Images Viewed Videos: Views by Title (Data is collected monthly)	DRAM ArtStor Classical Music in Video VAST
Discovery Layer (One Search)	Search Click Report (Data is sent to us annually via e-mail from EBSCO)	EBSCO EDS
Institutional Repository	Number of Downloads (Data is collected annually)	Bepress (Digital Commons)

COUNTER designations: JR1—Journal Report 1; BR2—Book Report 2; and MR2—Multimedia Report 2.

Table 2: Excel Spreadsheet

	A	B	CX	CY	CZ	DA	DB	DC	DD	DE	DF
1	**Source**	**Type**	**November 2014**	**December 2014**	**January 205**	**February 2015**	**March 2015**	**April 2015**	**May 2015**	**FY15 Totals**	**%Change FY14-FY1**
2	Main Circulation	Students									
3	Main Circulation	Employees									
4	Main Circulation	Other									
5	**Total Main Circulation**										
6	Media Circulation	Student									
7	Media Circulation	Employee									
8	Media Circulation	Other									
9	**Total Media Circulation**										
10	**Total General Circulation**										
11	Reserves	Main									
12	Reserves	Electronic									
13	Reserves	Media									
14	**Total Reserves**										
15	In-House Use	Books									
16	In-House Use	Periodicals									
17	In-House Use	Special Collections									
18	In-House Use	Reference									
19	In-House Use	Media									
20	**Total In-House Use**										
21	**Grand Total Circulation Use**										
22	eBook (Section Requests)	ABC-CLIO									
23	eBook (Section Requests)	CHO									

Notes | Circulation | Use of Services

these numbers annually in its "Use of Resources" report. This report has proven to be an invaluable resource. It is used not to defend our value but rather to demonstrate how much of our resources are used. The cumulative data has been shared mostly with library administrators.

The report includes seven measures of use:

- General Circulation broken out by student and employee use;
- Media Circulation broken out by student and employee use;
- Renewals;
- Reserves broken out by main, electronic, and media;
- In-house use broken out by books, periodicals, special collections, reference, and media;
- Door Counts; and
- Grand total circulation.

Until recently, the library had not included equivalent e-content statistics in the report. This past summer, the library administrators asked for help in adding more relevant statistics. Although the old report contained substantial information, it no longer communicated the broader view of "use" that was occurring among our students and faculty and, thus, was not presenting a more holistic picture of library use to campus administration.

The library had expanded and continues to broaden its role within the campus community. One striking example is the implementation of our Discovery Layer (EBSCO's EDS product). The goal was to provide a Google-like search experience for students and faculty, but the library had yet to reflect its tremendous use in its reports.

Obviously, the Use of Resources report lacked two significant statistics: it did not demonstrate the significant increase in our full-text downloads from our electronic databases, and it did not show just how much our ebook usage had increased. The report did reveal that our print circulation had decreased steadily and rather drastically over the past years, as did our media circulation, reserves, and in-house use. In reality, our library was still being heavily used, but we needed a way to document this fact—perhaps now more than ever.

In developing a process for refining the report, the following questions had to be considered: what data will be included in such a report, who will collect the data from various platforms and when, who will compile the data, when will the data be disseminated, and to whom?

These questions highlight the need to have an individual dedicated solely to e-content analysis who can provide foundational basics for getting started or modifying current methods for collecting and disseminating e-usage data.

THE PROCESS

Let's be honest: pulling e-usage statistics remains a daunting task for even the best of us. Most articles on this topic usually conclude with a summary on the difficulties and variation in pulling statistics from various providers and platforms despite COUNTER compliant reporting standards (http://www.projectcounter.org/). It did not take long to realize just how difficult it was going to be to not only gather e-stats, but also to integrate equivalent e-content data into a report that communicated a broader view of use. The result needed to reflect a data-driven approach to collecting, managing, and reporting equivalent e-content usage.

My approach involved several tasks that raised numerous questions. First, what e-content would be included in the report, and how would e-content be shown as equivalent to a "checkout?"

I began by listing our major types of e-resources regardless of how much I thought they were or were not being used. The usual e-content suspects appeared: databases, eBooks, and streaming media. After discussions with the Head of Discovery Services, I included data from our Discovery Layer as well as institutional repository downloads and PDA data.

The second task raised even more complex questions: what databases would we include; how would we count an eBook checkout; would we include different media types and, if yes, what data would we use to make them comparable?

After much research and further reading into COUNTER reporting standards, we decided to use COUNTER reporting when available. For our core databases, or top 10, we decided on using a full-text article request as a checkout.

An eBook checkout can be gathered from either COUNTER's Book Report 1 (BR1—number of successful title requests by month and title) or Book Report 2 (BR2—number of successful section requests by month and title).

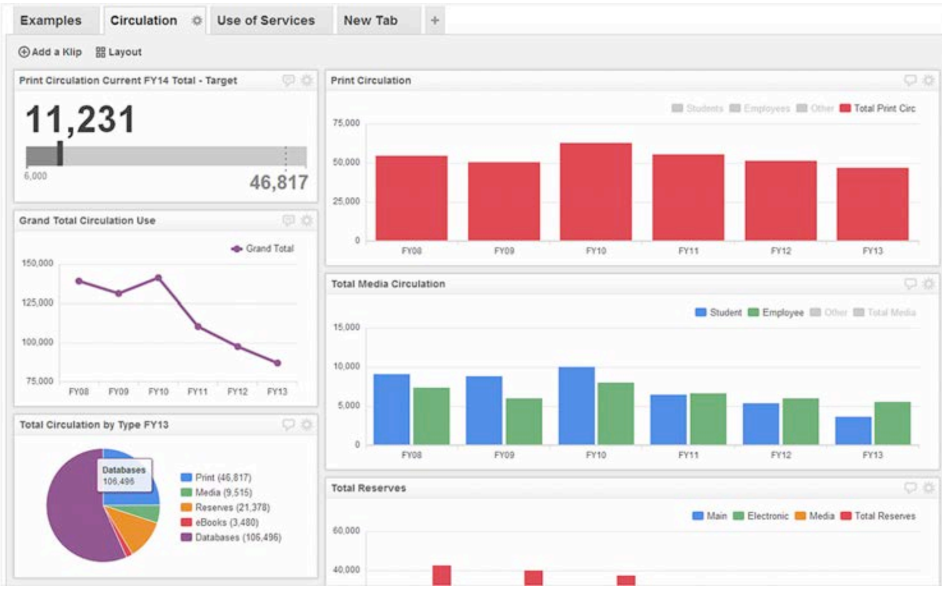
When students check out a print book, they are checking out the title, but we do not always know if they are reading the entire book or merely a chapter or section of the book. Because eBooks are often downloaded by a particular chapter or section, we settled on using BR2 to give us actual section requests.

A separate but central issue revolved around the Discovery Layer, which continues to present a perplexing challenge to the understanding and presenting of e-resources data. Analysis of past and present usage data as well as discussions with individual providers has helped to better understand how the implementation of a Discovery Layer might affect and skew data. It may take some time to solve this dilemma, but for now any outliers are noted when presenting data (**see Table 1**).

The good news was that a system was already in place to collect these e-content categories separately, but I needed to develop a way to collect the data to create one integrated Use of Resources report.

Work began on creating one Excel spreadsheet that would house all of the necessary data, including print circulation statistics. It was also important to display the data over time. A longitudinal picture

Table 3: Klipfolio Dashboard



would better tell the story of how the library was being used and how use had evolved over time. It would also better convey any possible irregularities in the data; a three year snapshot would not be enough to show the evolution of our resources.

The current Excel spreadsheet includes data starting in 2007. I do not anticipate deleting any years as the additional data is collected. The statistics are entered into this worksheet monthly by me and the Circulation Manager.

The Excel spreadsheet houses totals for print circulation, media circulation, reserves, eBooks, core databases, and streaming media (**see Table 2**). The spreadsheet also includes a separate tab titled "Notes." Library administrators stressed the need for this tab to document any changes or unusual circumstances that might occur during a particular month or year. For example, major construction blocking the entrance to the library during the summer of 2013 resulted in lower door counts and circulation.

Once all of the data was in place and the template completed, it was necessary to create a dashboard to present the data visually for administration. Many dashboard platforms are available, but most are costly and require a lot of set-up time. Excel was a major contender because I was familiar with it, and it can easily create slicers; however, its visual appeal was not as striking as some of the other platforms.

In the end, I selected Klipfolio (http://www.klipfolio.com), which is extremely easy to use. I took advantage of a 30-day free trial to see if I could understand its tools and how to import data. Klipfolio allows you to import data and then quickly and easily begin to create visual "Klips" from templates.

Once I imported the Excel spreadsheet and created the necessary klips, the dashboard was set (**see Table 3**).

Klipfolio also accommodates real-time data; once data is updated in our Excel spreadsheet, it is also updated in the dashboard. Another great feature of Klipfolio is the ability to easily interact with the data; a user can point and click to easily see an individualized picture of the statistics he or she may want to analyze.

Currently, our dashboard consists of two tabs. The first tab, "Circulation," houses all of the print and electronic circulation/usage numbers. The second tab, "Use of Services," is still a work in progress. I plan to include Door Counts, Search Clicks (from our Discovery Layer), and Institutional Repository numbers. Perhaps, someday, we may even venture onward to include interlibrary-loans and reference numbers.

A WORK IN PROGRESS

The foundation for our data and the dashboard is set, but the work is not done. On-going discussions have centered on the need to set criteria for the databases used in the report. Currently, I am working on creating a document setting the criteria for selecting our top 10 databases—our core databases. The following questions and issues are a few of the ones we are currently working through:

- Should we include databases based on disciplines?
- Should we include databases based on usage?
- How do we account for databases with platform changes?
- Should relatively new databases be considered part of our core?

Work on the dashboard also continues. Several more pieces of data need to be included into klips, and the layout continues to be reconfigured to create better flow visually. I am also working on a dashboard document that will outline the purpose and goals of having a dashboard as well as who maintains the dashboard and how. I hope to complete this document soon so that I can share the creation of the dashboard process with others. I anticipate that this dashboard will be used in the future to display even more data from different library reports. It will be important to keep documenting the dashboard's effectiveness as well as any limitations.

Electronic usage data can play a vital role in a library's workflow and decision making process. But the difficulties librarians face in collecting e-data is undeniable and differs enormously among the various providers. But once the stage is set for collecting and reporting e-data, the purpose and story of the data begins to unfold. An expanded format integrates e-usage statistics that matter to library and campus administrators.

Moving beyond the straight-forward reporting of circulation statistics forces librarians to assess their library landscape, address key trends in usage, and discuss expectations for their current print and electronic collections. In spite of certain data limitations, the Coates Library has started integrating its e-usage and print circulation data to provide a more meaningful report that will enable a more strategic approach to future library planning and decision making. ■

ABOUT THE AUTHOR: Lanette Garza is Assistant Professor at Trinity University, San Antonio, Texas. She is also the E-content Analysis & Assessment Librarian at the University's Coates Library. She can be reached at lgarza1@trinity.edu.

How Does Your Library Respond to Ethical Challenges?

» Staff training is the key to responding appropriately to tough situations.

BY PAT WAGNER

Is this your library?

A frontline staff member knows how to respond to a police request for circulation records. She also knows who to contact in the university library's administrative offices when detectives show up with a court order.

Why? Because the goal of educating employees about the *Code of Ethics of the American Library Association* and how library personnel treat patron confidentiality was given money and time in this year's strategic plan.

The library's board of trustees executes the board's bylaw regarding conflicts of interest. Consequently, the board president's sister does not automatically receive the contract to paint the building, even though she offered a discount.

Why? Because to serve on the library's board of trustees requires attendance at a yearly training retreat. Among other issues, trustees refresh their knowledge regarding the seductive nature of cronyism, nepotism, and favoritism.

At collection development meetings, alternative formats such as audiobooks, big print editions, and translated versions of popular fiction and reference books are given equal weight along side more traditional choices. Access to information for every academic library user is a value integrated into each purchasing decision.

Why? Because that ethical standard of "access to information" is written into the technical and reference departments' policies, reflecting the written values of the greater institution. And, the application of that standard is taught to everyone, from student workers to tenured faculty.

When discussing where to build the new branch building, the availability of public transportation is a key issue. From the beginning, community representatives to the building committee make sure that the needs of working class, senior, and physically challenged populations are considered. As a result, the city transportation department will incorporate a bus stop onto the new branch building's property.

Why? Because relying on the goodwill and empathy of the mostly middle-class, able-bodied, and college-educated members of the building committee is not enough for the library's director. Community representative were invited to educate building committee members about what it's like to navigate around town without a car or while using a wheelchair.

When a conflict arises regarding the use of the library meeting room by outside groups, no decisions are made until the director speaks with all of the parties involved. Even the losers in the disagreement admit they are listened to respectfully and treated fairly.

Why? Because following a transparent process that investigates politely and in a timely fashion is required of all employees, including managers and administrators. Key personnel receive formal training in ethical decision-making and share their new skills with the rest of the staff.

ETHICS TRAINING

Do you know a library where employees, managers, and stakeholders decide and act according to institutional ethical standards? Are these standards referred to in documents and conversations? Are they applied to daily transactions between frontline employees and the library's customers?

If training is the key, how can strategic planning ensure the resources to teach and inspire better behavior is a priority at all levels?

Let's first review ethical standards as they apply to most libraries, regardless of size and type.

CORE ETHICAL STANDARDS FOR LIBRARIES

A common definition of ethics is that it is the study of morality, of good and evil and right and wrong. Ethics guide our choices and behavior: the decisions we make and the actions we take. A code of ethics is not limited to feelings, faith, culture, and history. The word "study" implies that it is also about what we think and know to be true today by conducting research, identifying facts, and applying scientific methods to test our best guesses.

An ethical leader needs more than a compassionate heart. He or she also needs to able to read a financial statement, decipher conflicting personnel statutes, make friends with decision-makers from all parts of the political spectrum, talk confidently with lawyers, police officers, and law-makers, run a public meeting (especially when the audience members are upset), listen patiently to conflicting stories during a employee-patron dispute, and converse intelligently about state library law, building codes, parking regulations, architectural standards, and the rules that govern drivers' licenses for non-documented immigrants.

Ethical standards don't exist in a vacuum. In Western countries such as the United

Resources:

American Library Association (ALA) resources on intellectual freedom http://www.ala.org/Template.cfm?Section=oif
ALA's Association of College and Research Libraries' Code of Ethics for Special Collections Librarians http://www.rbms.info/standards/code_of_ethics.shtml
American Association of Law Libraries Ethical Principles http://www.aallnet.org/main-menu/Leadership-Governance/policies/PublicPolicies/policy-ethics.html
Banned Book recommendations from the Highline Community College Library http://highlinelibrary.wordpress.com/2007/08/30/septembers-recommended-reading-banned-books/
Everyday Ethics for Libraries video series by Pat Wagner, http://www.kslib.info/librarians/continuing-education/everyday-ethics/everyday-ethics-for-libraries-an-overview.html

International Federation of Library Associations and Institutions' Professional Code of Ethics for Librarians (of particular interest is the information regarding indigenous peoples, including a link to the Protocols for Native American Archival Materials) http://www.ifla.org/faife/professional-codes-of-ethics-for-librarians
Medical Library Association Code of Ethics for Health Sciences Librarianship http://www.mlanet.org/about/ethics.html
School of Library & Information Science links to professional associations http://slisweb.sjsu.edu/professional-associations
Special Library Association Professional Ethics Guidelines http://www.sla.org/professional-ethics-guidelines-for-sla-members/
Valdosta State University resources for library ethics http://ww2.valdosta.edu/mlis/faculty/koehler/ethics/

States, Canada, and Great Britain, the Rule of Law and the Magna Carta have influenced public sector ethics for centuries. Principles extracted from these foundation ideas impact libraries today:

NO PRIVILEGED CLASSES OF CITIZENS ARE ABOVE THE LAW.

The library's director and employees pays their fines like everyone else, as reflected in policy manuals and by-laws. (When the people who write the rules have to abide by them, the rule-makers are less likely to write unreasonable rules.)

No special favors are extended to friends and family of library staff, including managers and administrators. (Compliance with ethical standards is easier when library leadership sets the right example.)

Faculty members are not permitted to hoard favorite reference and circulating books in their offices. (A medical library director in a Veteran's hospital shared her delight with me when she was allowed to bring armed military police into doctors' offices to retrieve materials that had been "borrowed" years before.)

LAWS ARE CREATED TRANSPARENTLY AND WRITTEN TO BE ACCESSIBLE TO THE PEOPLE WHO MUST OBEY THEM.

Library trustee meetings are held at times and locations available to most of the people in the community or institution, not just people with middle-class jobs and cars. This might mean that the meetings change locations and times periodically and are held at the convenience of citizens other than the trustees.

Library employees and users are interviewed when the library's leadership is establishing strategic principles and values. Everyone has input, and all concerns are taken seriously.

Library rules are posted prominently and in more than one language as reflected in the make-up of the community or institution. Libraries should remember to translate both the brochures welcoming library patrons and library card applications into the most common languages spoken in their city.

ETHICAL STRATEGIES

It has been said that the reward for ethical behavior is a good night's sleep. Being perceived as being ethical also earns the trust and respect inside and outside the library's walls. But ethical behavior needs to be consistent and persistent, a way of conducting the library's business every day and with every person. It doesn't just happen, even with good people on board, and it is more than just being nice or using what might be labeled as "common sense."

A strategic plan that supports day-to-day ethical behavior needs the following components to succeed:

- **Top-level mention in the values, principles, mission, and vision of the plan.** If ethics has major billing, everyone is more like to take it seriously.
- **A commitment of resources, including the attention of the library's leadership.** How this part of the plan is achieved depends on how you structure your strategic processes. One way is to make library ethics a "big-picture" goal, one that is overseen at the executive level. Another way is to assign a champion: a highly placed individual who uses position and influence to ensure the ethics goal is supported. A third way is to write ethics into the main budget with its own line item.
- **The creation, implementation, and evaluation of the tools of ethical behavior, which include codes of conduct, policies, bylaws, and rules, is a goal for every library department.**

Consistent training about the theory and practice of library ethics is the difference between success and failure. Will your library's leadership know how to talk to political decision-makers about library principles? Will your managers know how to set departmental goals? Will your supervisors know who to coach and evaluate employee behavior? And will your degreed professionals and library associates, during daily operation, know what decisions to make and actions to take to demonstrate that the library as an institution is to be trusted and respected? ■

ABOUT THE AUTHOR: Pat Wagner is a library trainer and consultant, with 35 years' experience working with libraries of all types and sizes through North America. She is a frequent speaker at state and national library conferences, and has worked with libraries on issues related to ethics, strategic planning, leadership, project management, supervision, community outreach, and customer service.

Foundations and Funding for eBook Purchases

» Kent State University Libraries adopt a demand driven acquisitions (DDA) business model for ebook purchases based on user activity.

BY KAY DOWNEY

In January 2012, Kent State University Libraries (KSUL) launched a DDA pilot project mediated by our primary book jobber, YBP. The project was funded with $50,000 from unallocated reserves in the collections budget.

KSUL initially loaded 20,558 DDA-eligible MARC records into the local catalog and added new ebook records to the catalog on a weekly basis, as delivered by YBP. By the end of June 2012, 456 ebooks were purchased via the DDA pilot, and nearly all of the funds were spent.

Based on the success of the pilot, KSUL chose to continue using the DDA model for ebook acquisitions. Today, nearly 46,000 DDA records are in the KSUL catalog, and authorized KSUL users across all eleven campuses are triggering purchases at an average of 50 ebooks per week.

ANALYZING DDA MODELS

Before launching this project, the KSUL collection managers researched a number of DDA sales paradigms. Most commonly, DDA sales are triggered by either ten page views, ten consecutive minutes of use by a single user, or one print, copy or download. Other DDA sales models incorporate short-term loans, rent-to-own, or other creative use-based conventions. Access may be licensed for one simultaneous use or multi-user access, depending on the publisher license terms. Publishers may provide their own DDA purchase programs or contract with ebook aggregators, such as eBrary or EBL, to sell their content.

Early DDA programs, such as the experimental DDA pilot conducted at Ohio State University (OSU), proved immensely popular with library users. This model, conducted through an ebook aggregator, provided access to a large universe of ebooks with little or no restrictions on the content available. OSU found that funds for this project quickly ran dry, necessitating the suspension of the program and the realization that an overly expansive acquisition model was not sustainable.[1]

The KSUL collection managers found that DDA models mediated by approval services, such as Coutts or YBP, have advantages over those managed by an aggregator. Approval services can replicate existing print book approval plans and can easily be adapted to existing acquisitions workflows. A well-defined DDA program maintains control over the content eligible for selection, providing consistency with collection development guidelines and predictable spending patterns.

Hidden costs of DDA were also explored. Operating expenses for ebook acquisitions can demand a significant amount of staff time. Embargos on ebook release dates complicate the library's ability to prevent duplication with print editions. And some content, such as textbooks, may not be available in electronic format at all. Staff training, access, record maintenance and metadata specifications are just a few of the issues that also affect ebooks management.

Despite these drawbacks, the collection managers found that ebooks offered their own financial advantages: they do not require physical processing, circulation administration, shelf maintenance, or the associated costs of book transit or document delivery.

RATIONAL FOR DDA

In their decision making, the KSUL collection managers analyzed why ebooks would be an important component of the library. Most importantly, they concluded that providing access to ebooks would improve services for Kent State University students and faculty at its eleven campuses in northeastern Ohio. The ability to share content across all campuses is paramount to user service and economics. The increase of online and distance learning classes intensifies the demand for electronic content, and the immediacy of electronic access is an expectation of today's library user.[2]

KSUL is also a member of OhioLINK, the largest consortia in the United States.

OhioLINK purchases a number of ebook collections and packages from publishers such as Wiley and Springer. Consortia purchasing is the most economical and the preferred method of acquiring ebooks. Despite the fact that local ebook purchases are more costly, increased user demand and the evolution of ebook acquisition models has contributed to local decisions to purchase ebooks in other ways, through DDA in particular.

DDA is an attractive acquisition model for academic libraries for a number of reasons. It provides immediate access to a large quantity of electronic content with the assurance that funds are being expended for content that is used. It may even be a cost-effective alternative to interlibrary loans (ILL), and evidence suggests that user-selected resources have better long-term use than those selected by bibliographers.[3] Studies have also shown that user-selected resources strengthen collections for interdisciplinary studies that are often overlooked by subject bibliographers.[4]

Studies that have compared ebook use with print circulation in a university community found that users preferred an electronic format. When librarians at the University of Iowa compared user behavior between the two formats, it became apparent that circulation dropped for print once the electronic book became available. Furthermore, a comparison of the circulation of print titles with the user sessions for the same titles revealed a tenfold increase in use for the electronic equivalents. The Iowa study also showed user preference for older ebooks even if a newer edition was available in print format.[5]

DATA ANALYSIS

KSUL collection managers strive to provide the most useful collection for the most efficient return on investment (ROI). They also know that that about 40 percent of all librarian-selected print books never circulate. It is logical to suppose that DDA has a better ROI than traditional print approval books since all ebooks purchased have had at least one use. But is this assumption really true?

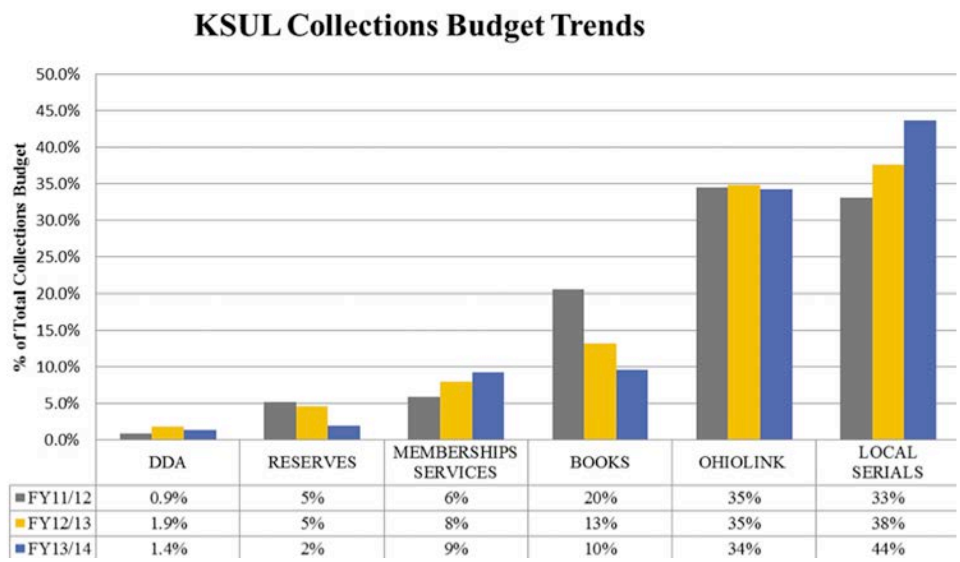
At the conclusion of the first full year of DDA purchases, the collection managers conducted a comparative study of print book and DDA ebook acquisitions to test this hypothesis.6 The objective was to determine which acquisition model better serves the needs of library users and to find out if DDA is truly a cost-effective acquisition model. The assessment used both acquisition data and usage data to compare about 20,000 DDA discovery records with the same number of the most recent print book acquisitions.

Figure 1

USAGE: DDA Ebook vs. Print Book Distribution by Frequency

# of ebooks Triggered out of 20,000 (Jan-Dec, 2012)			# of Print Books used out of 20,000 (Jul. 2008 - Jun 2012)		
USER SESSIONS	**Triggered**	**%**	**CIRCULATION**	**Print Books**	**%**
No use	1	0.2%	No use	7,506	37.5%
1	2	0.4%	1	2,550	12.7%
2-3	221	48.5%	2-3	3,151	15.7%
>=4	232	51.0%	>=4	6823	34.1%
TOTAL	456	100.0%	TOTAL	20,030	100.00%

Figure 2



Of the 456 ebook purchases that were triggered as a result of the DDA pilot project, more than half received at least four user sessions and all but one had repeated use within the first year. An analysis of print circulation over a five year period showed that half of the print books had been used only once or not at all (**see Figure 1**). An ROI analysis compared the average cost per unit and average cost per use for the same number of print books and DDA ebooks at KSUL.

The study concluded that although the average cost of the ebooks was higher than for print, the average unit cost per user session of ebooks in a year was about $18 while the average unit cost per circulation of print books was also about $18. (A similar study at East Carolina's Joyner Library found the unit cost per user session for DDA purchases was about $25, while the unit cost per print circulation was about $42.[7])

Since the KSUL ebooks were exposed to users for one year and the print books for five years, the collection managers speculated that, given more time, the DDA ebook user sessions might increase more rapidly. If that assumption proved to be true, then it would be fair to conclude that the DDA model would have an advantage in unit cost per book use.

While a second phase of the KSUL study is underway to test this hypothesis, the current data shows that both DDA and print cost per use is equal.

FUNDING

KSUL did not promote the DDA program among faculty or students to prevent possible influence on user activity, knowing that searching for DDA books might unfairly skew purchasing. However, collection managers did meet with subject librarians to review the program. At various intervals, full reviews were also shared with public services librarians. These reviews included an analysis of title lists, trigger reports, usage and turnaway data, publishers, and disciplines.

The librarians generally agreed that six months of data was not sufficient to clearly identify purchase trends or to determine future funding distributions. Therefore, KSUL decided to continue the program for an additional year.

KSUL appropriated $100,000 for FY12/13; half of that total was moved from unallocated reserves, and the other half came from across-the-board reductions in monograph allocations. During that fiscal year, $74,800 in DDA ebooks were actually purchased by library users. The average cost of a DDA ebook was $96 compared to the average cost of $52 for print purchases.

Because this DDA model uses the print approval plan as the foundation for DDA eligible ebooks, the fund codes (as assigned to the print approval plan's Library of Congress ranges) were able to be applied to the DDA profile. Therefore, records received from YBP for triggered DDA purchases produce order records with corresponding fund assignments.

After 18 months of accumulated data, collections managers were confident about drawing some conclusions regarding the correlation of DDA spending and fund categories. In preparation for FY13/14, collection managers used this information to examine purchasing patterns, and a formula was applied to determine the amount required from each fund category to support DDA going forward. The intention was to continue subsidizing DDA acquisitions with existing print monographs funds. That decision was based on the view that DDA purchases were supplying needed books that otherwise would have been supported by traditional print approval funding. Therefore, dollars from monograph funds could be reallocated to DDA in an equitable manner without affecting support for each discipline. Since all DDA ebooks meet approval plan criteria and fit collection guidelines, all monograph funds could be used with the exception of subject funds that had little or no DDA trigger purchases.

The total KSUL collections budget for FY13/14 is $5.2 million, 1.5 percent of which was allocated to DDA and 13 percent distributed to department funds for monograph selections. To absorb other budgeting factors such as increased costs for membership and services, serials inflation, strategic textbooks, and ebook initiatives, FY13/14 monograph funds were reduced by 30 percent. Because DDA costs made up such a small percentage of the entire collections budget, this initiative had little effect on the total reduction (**see Figure 2**).

For disciplines that that showed very little or no DDA ebook purchases, a formula was created to supplement these areas. The formula consisted of a specified amount applied to all monograph funds where DDA expenditures fell below the average of the DDA total 18-month expenditure. A list of all DDA-triggered purchases was compiled and organized by fund, noting the number of DDA purchases and the amount expended per fund. The average expenditure was calculated, and DDA compensation was applied on a sliding scale (**see Figure 3**).

Figure 3

TOTAL EXPENDITURE FOR DDA SINCE 1/1/2012		THE AVERAGE FUND EXPENDITURE 1.6 % of the TOTAL	
$122,684		$1,915	
DDA Expenditure Range per Fund	$600 - $1915	$ 250.00	Fund Compensation for funds with less than the average DDA expenditure
	$200 - $599	$ 350.00	
	<= $199	$ 500.00	

FUTURE COMMITMENTS

In general, libraries are finding that user-selected ebooks have better usage than books acquired via the traditional approval method. The added value of online access and user preferences for electronic book format are factors that keep ebook acquisitions at the forefront of acquisition conversations. The book jobber-mediated DDA model provides clear advantages since it can be integrated into existing acquisitions. The DDA model serves the user community well and provides sustainable, predictable spending patterns.

Depending on the outcome of its long-term DDA use studies, KSUL may consider modifying its DDA model with a provision for short-term loans. In this model, an ebook purchase is triggered after a set number of loans. Because the cost of short-term loans is relatively low, actual purchases are reserved for high-use ebooks.

Although aspects of the KSUL DDA program can be improved, the overall outcome is considered successful by the library's staff and the community it serves. ■

ABOUT THE AUTHOR: Kay Downey is a Collection Management Librarian at Kent State University Libraries. She can be reached by phone at 330/672-5000 or by e-mail at mdowney1@kent.edu.

FOOTNOTES:

[1] D. Hodges, P. Cyndi, and M. J. Hamilton, "Patron-initiated Collection Development: Progress of a Paradigm Shift." *Collection Management,* Vol. 35, No.3-4, 2010, pp. 208-221. doi:10.1080/01462679.2010.486968.

[2] *Redefining the Academic Library: Managing the Migration to Digital Information Services.* Education Advisory Board, Washington, DC., 2011. Retrieved April 20, 2013 from http://utlibrarians.files.wordpress.com/2012/01/23634-eab-redefining-the-academic-library1.pdf.

[3] Catherine Anson and Ruth R. Connell, *SPEC Kit 313: E-book Collections (October 2009),* Association of Research Libraries, 2009. Peter Spitzform, "Patron-Driven Acquisitions: Collecting as if Money and Space Mean Something." *Against the Grain,* Vol. 23, No. 3, 2011, pp. 20-24.

[4] Kristine J. Anderson, Robert S. Freeman, Jean-Pierre V. M. Herubel, Lawrence J. Mykytiuk, Judith M. Nixon, and Suzanne M. Ward, "Buy, Don't Borrow: Bibliographers' Analysis of Academic Library Collection Development through Interlibrary Loan Requests." *Collection Management*, Vol. 27, No. 3-4, 2002, pp. 1-11. K. S. Fischer, M. Wright, K. Clatanoff, H. Barton, and E. Shreeves, "Give 'Em What They Want: A One-Year Study of Unmediated Patron-Driven Acquisition of ebooks." *College & Research Libraries,* Vol. 73, No.5, 2012, pp. 469-492.

[5] Fischer, et al.

[6] K. Downey, Y. Zhang, C. Urbano, and T. Klingler, "Print Book vs. DDA ebook Acquisition and Use at KSU Library," *Technical Services Quarterly,* Vol. 31, No. 2, 2014.

[7] J. Thomas, H. Racine, and D. Shouse, "eBooks and Efficiencies in Acquisitions Expenditures and Workflows." *Against the Grain,* Vol. 25, No. 2, 2013, pp. 14-18.

A Town and Gown Affair

» Creating partnerships between public and academic library services.*

BY SARAH CISSE

The Alvin Sherman Library (ASL) is a joint-use facility that is open to the public as well as Nova Southeastern University (NSU) students, faculty, and staff. ASL is one of four NSU libraries that collaborate to be the premier research, cultural, and lifelong learning center for NSU and the community.[1]

Community involvement has always been a prominent theme at the university's schools and centers since it opened in 1964.[2] Housed in the largest library building in the State of Florida, the ASL opened its doors to the public on December 8, 2001.[3] Through an agreement between the Broward County Board of County Commissioners and NSU, the ASL offers traditional public library services as well as public access to NSU's full academic collection.

Joint-use libraries, also known as combined, dual use, co-managed, or cooperative libraries, are a unique form of library collaboration.[4] A more colloquial term is the town and gown relationship.[5] Not surprisingly, this type of library is increasingly popular around the world.[6] Within this arrangement, two separate library service providers use the same building to serve distinct clientele.

The most common joint-use arrangement is a public library combined with a school library media center, or a public library combined with an academic library, but other forms do exist. Combining public and academic libraries often means integrating two related yet distinct missions, or at least allowing them to coexist. One of the main advantages of joint-use facilities is improving service to the community by offering access to academic resources.[7] Indeed, a major strength of joint-use libraries is their strong community emphasis.[8]

PLANNING THE WORKSHOPS

Public Library Services (PLS), located on the first floor of the ASL building, has the distinct "kid-friendly" look and feel of any neighborhood public library. In the spirit of collaboration within a town and gown library, ASL's reference department offers resume resources workshops to the public. These workshops are a part of the PLS department's summer workshop series that covers topics ranging from online banking to blogging. The goal is to enhance job search efforts and promote relevant library resources.

The PLS department determines the classes they will offer and begins to promote the offerings in April. The resume resources workshops are included in flyers and local newspaper ads targeting patrons of all Broward County Library branches. The events are also included in the ASL library's online events calendar and closed-circuit TV ads within the library building.

The workshops are usually held in one of the library's several computer labs. The one-on-one sessions are held once a week for about ten weeks (June through August), with two sessions a day.

Most attendees are currently unemployed and in need of a way to efficiently update their resume through free technologies. Some are in a career transition or are going back to work after years of being out of the workforce. Others are currently in school working toward a career in one field

One of the main advantages of joint-use facilities is improving service to the community by offering access to academic resources.

and need to secure employment in another while attending classes.

In anticipation of the workshop sessions, the ASL reference department's LibGuide dedicated to careers is updated as is a PowerPoint presentation that profiles and links to various resume resources. Handouts with database tip sheets, LibGuide Information, and the PowerPoint slides are also updated and prepared for the session participants.

The sessions highlight several popular sources for free resume templates, such as Microsoft Word, Microsoft Office Online, and Google Docs. However, other less well-known sources for free templates are also featured, such as Zoho Writer and JobStar Central. The patron is encouraged to navigate to the featured resources, including the library's website, to search for relevant books and databases. To help customize their resumes and prepare for interviews, patrons are encouraged to access specific company information through Hoover's Company Profiles, EBSCOhost Company Profiles, and Proquest ABI/Information Complete.

MEETING LIBRARY GOALS

Partnering with PLS is an integral function of the reference department at this town and gown library, the ASL. A main goal of every department of the ASL is to serve all patrons, whether academic or public, even those who do not reside in the county we serve directly. To uphold this agreement with the county and the patrons we serve, we keep this goal in mind on a daily basis. ■

ABOUT THE AUTHOR: Sarah Cisse is a Reference Librarian II at the Alvin Sherman Library, Nova Southeastern University in Ft. Lauderdale, FL. She can be reached at 954-262-4649 or sc1169@nova.edu.

* Based on an article first published in *Collaborative Librarianship* 5(3):208-210 (2013). Used with permission.

FOOTNOTES:

[1] NSU Libraries, "NSU Libraries Strategic Plan," Nova Southeastern University, http:///www.nova.edu/library/about/NSU-LibrariesStrategicPlan.pdf

[2] Harriet McDougal and Nora Quinlan, "Staffing Challenges for a Joint-Use Library: The Nova Southeastern University and Broward County Experience," Resource Sharing & Information Networks, Vol 15, no. 1/2 (2001): 132.

[3] Harriet McDougal., "A Message from Executive Director," Alvin Sherman Library, Research and Information Technology Center, http://www.nova.edu/library/about/message.html

[4] American Library Association, "Joint-Use Libraries: A Bibliography," http://www.ala.org/tools/libfactsheets/alalibraryfactsheet20

[5] Veronica Smith, "A Further Perspective on Joint Partnerships: A Commentary on Creating and Capitalizing on the Town/Gown Relationship," The Journal of Academic Librarianship, Vol 32, no. 6 (2006): 630.

[6] Joanna Kluever and Wayne Finley, "Making Connections: Challenges and Benefits of Join Use Libraries as Seen in One Community," School Libraries Worldwide, Vol 18, no. 1 (2012): 48.

[7] Jill Henderson, "Exploring the Combined Public/School Library," Knowledge Quest, Vol 35, no. 3 (2007): 35.

[8] Sarah McNicol, "What makes a joint use library a community library?" Library Trends, Vol 54, no. 4 (2006): 520.

Strategic Library™

Mary Alice Davidson
PUBLISHER
madavidson@libraryworks.com
240.354.1281

Jennifer Newman
ASSOCIATE PUBLISHER
jenny@libraryworks.com
240.354.1281

LIBRARY RESOURCES GROUP

Strategic Library™

Strategic Library focuses on innovation, best practices,and emerging trends in the complex and rapidlyevolving library landscape.

Published monthly from January to October andadvertising-free, *Strategic Library* assists administratorsand managers in all types of libraries as they deal withday-to-day and strategic challenges. In-depth articles,written by highly regarded professionals in the field,focus on leadership, management, evaluation,assessment, marketing, funding, and more to promoteorganizational success.

Strategic Library is delivered direct to your desktop, as adigital download.

Special Charter Subscriber Offer!

Yes! Please enter my subscription to Strategic Library at the special charter subscriber rate of $129 for one year (10 issues), a $30 savings, or $399 for a site license (save $100).

Pay Online
Subscription Options
Single Subscriber $99.00 USD

Pay by Mail
Please complete and mail this form to:
The Library Resources Group, Inc.7823 Stratford Rd, Bethesda, MD 20814

(Make check payable to The Library Resources Group)

FIRST NAME:______________________ LAST NAME: ______________________
TITLE: ______________________ ORGANIZATION: ______________________
CITY: ______________________ STATE: ______________________ ZIP/POSTAL CODE: ________
PHONE: ______________________ E-MAIL ADDRESS: ______________________

Bill Me

FIRST NAME: ______________________ LAST NAME: ______________________
TITLE: ______________________ ORGANIZATION: ______________________
CITY: ______________________ STATE: ______________________ ZIP/POSTAL CODE: ________
PHONE: ______________________ E-MAIL ADDRESS: ______________________
PO # (IF APPLICABLE): ______________________

Thank you! Your subscription will begin upon receipt of your payment.

LIBRARY RESOURCES GROUP