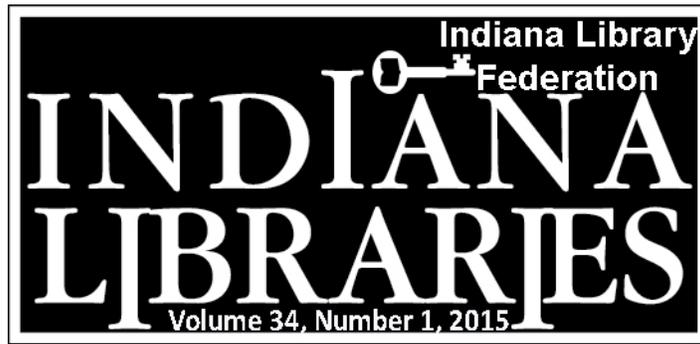


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From the Editor's Desk:

Welcome to this Special Issue of *Indiana Libraries* focusing on marketing library services. I'm Greg Youngen, Associate Dean of Library Services at Indiana State University, Terre Haute, and beginning this year will be serving as editor of the journal. The focus and scope of *Indiana Libraries* is to be... "the forum for exploration and discovery on diverse topics that relate to and enhance librarianship." I intend to carry on the excellent work of the previous editors and encourage everyone to consider sharing your professional experiences in the development of library services, resources and leadership in the field. Having reviewed the programs of the district conferences and through attendance, I know there are a great number of outstanding examples of projects and reports that can easily be turned into manuscripts for submission to the journal. I encourage everyone to support *Indiana Libraries* by sharing your experiences. We can't do it without you.

I would especially like to thank our outgoing editor, Kristi Palmer for years of hard work and dedicated service to the journal. I'm also looking forward to working with Tisa Davis at ILF. This journal wouldn't see the light of day without her support and behind the scenes efforts in editing and production. Finally, I'd like to thank the ILF Publications Committee for giving me the opportunity to take a leadership role in overseeing the leading library research publication for the State of Indiana.

I hope you find this special issue on Marketing Library Services useful. Susan Akers, Indiana Library Federation and Willie Miller, IUPUI Library are to be commended for conceiving the idea and making it happen.

*Greg Youngen
Cunningham Memorial Library
Indiana State University*

Special Issue: Marketing Library Services

Not too long ago, our hospitals, libraries and churches didn't have to engage in marketing and promotional activities. Simply put, members of the community were aware of their locations and services and used them when needed. In the past several years, non-profit organizations have realized the benefits of developing marketing and outreach strategies used by businesses and tailoring them to their own needs.

The demand for continuing education sessions on library marketing, public relations and branding has skyrocketed over the past few years. Many libraries have built into their budget funds for marketing and promotions. In a nutshell, library marketing is to know and understand library visitors and potential visitors so that services and resources are used toward satisfying those needs effectively. Developing a marketing plan enables us to focus our efforts on the library's goals and objectives, to identify target audiences and how to best reach them, and to develop a communication and outreach strategy with measureable tactics to support the goals.

As librarians and library staff, we are all involved in the process of marketing, the essence of which is to determine what users want, then setting out to meet those needs. In this issue, authors share their experience and insight on developing a marketing plan, rebranding, developing a logo, and other topics.

Susan Akers, Indiana Library Federation, and Willie Miller, IUPUI Library

Practical Tips for Logo Design

By Susan Akers and Michael Fasig

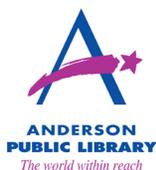
In the past few years, many libraries have implemented nicely-designed logo marks. This has been a commendable step in communications and is a valuable part of identifying the overall brand of the library.

What is the purpose of a logo? Logos are used to establish identity. The logo aids in immediate recognition and differentiates the organization from others in a similar market. A good logo is distinctive, appropriate, practical, graphic and simple in form, and it conveys the library's intended message. A concept or "meaning" is usually behind an effective logo.

In the late '90s, the Anderson Public Library communications manager recommended that the library move away from simply using the initials "APL" in its print material and to engage the services of a professional designer. Someone suggested the library offer a logo design contest to the community. Although at first blush, it may sound like a good deal, the quality is usually far from what you would want for your organization.

In those days, the Internet was really beginning to take off and affect the way businesses, libraries, and other organizations served customers. The concept of technology at the library was relatively new then, and staff wished to position the library as a portal to the world. This concept, along with the library's mission, was communicated by the library's marketing manager to Honeymoon Image & Design in Indianapolis, a husband-and-wife graphic design team.

The pair produced several designs options and colors for consideration. After process of elimination the final vote came down to two designs. The final design was a royal blue "A" with fuchsia-colored stardust crossing through the "A" and the tagline of "The World Within Reach." This highly successful logo was used on banners, stationary, fliers, Website, and many other communication pieces for more than a decade.



A short educational session for the staff was developed, along with a graphic standards manual. The APL logo was attractive and easy to reproduce in a variety of formats and was effective without color.

A logo design takes thought and creativity, along with several other elements to be effective. Ideally, a design team will take the time to research the history and culture of an

organization that is requesting a new logo. An effective logo reflects the character and sensibilities of the company it represents, and can even help initiate a change in company culture when implemented.

Indiana Library Federation example

Recently, the director at the Indiana Library Federation decided it was time to retire the organization's logo (a circle of capital Ls) which was about 11 years old. When approaching a new design, the director originally believed that since technology is so prevalent in libraries it would be favorable to include a symbol to denote technology. The graphic imagery of an arch was considered, too, since the ILF is an umbrella organization with several associations within.



Over several weeks, the designer developed four possible logos to represent the organization. The director obtained feedback from board members and met with the designer to develop further discussion and deeper insight into the brand. Taking the time to communicate and to further explore the culture of the organization led the team to new directives. Since the majority of members and the library community knew and referred to the organization as simply "ILF," the decision was made to focus on that acronym in the new logo.



Once the designer was no longer locked into trying to capture technology, progress was made using a modern font, the ILF's initials and a vibrant color scheme. Further, ILF staff developed an idea to use a key in the logo. This key could be useful in creating slogans for educational activities, i.e., "Your key to professional development" and so forth.

Additionally, the design offered the flexibility to vary the use of color to help identify individual divisions in the ILF family.

The ILF's designer wanted to ensure that the final design met the needs of the ILF. He was committed to the process even though it took longer and no doubt included some frustration.

A good designer will research the industry itself. Looking at logo designs that have been successful and at current styles and trends may help, but it is advisable to keep in mind

longevity in logo design, not trendiness.

One of the most important parts of the design process is to capture the spirit of the organizational mission within the logo design. A good logo is distinctive, appropriate, practical, simple in form, and it conveys the intended message.

Principles of good logo design.

Simplicity -- A simple design makes an easily recognizable, versatile and memorable logo. The best logos are not too busy and are easy to understand.

Timeless, versatile -- An effective logo works across a variety of media and applications. A logo should look good in black and white as well as color. Think about how it will be used. Will it be used on tee shirts, invoices, receipts? It should be flexible enough to look attractive in a 3/4" size and on a billboard.

One way to create a versatile logo is to begin designing in black and white. This allows the designer to focus on the concept and shape, rather than color, which is subjective in nature. Also keep in mind printing costs: the more colors you use, the more expensive it will be to reproduce on printed items.

It can be especially helpful to have alternative versions of a logo available for use in various applications. If a logo design is primarily horizontal in shape, a vertical iteration of the logo may be useful for applications where the horizontal format is not ideal.

A professional designer uses a process that can take weeks, or sometimes, even months to complete a logo. Be patient as great design will be worth the wait.

Once your designer has supplied your completed logo, be sure to adhere to their rules for use of the logo. The design team should establish a clear set of guidelines for use of the logo. Be careful not to allow the logo to be distorted or altered.

Another "don't" is using online stock imagery in your logo. Ensure your design is original and not stock imagery which could look like many other libraries' logos. In closing, taking the time and energy to ensure open dialogue with the designer, in addition to obtaining points of view from a small focus group or staff, assists in identifying the logo mark that captures the essence of the organization.

A logo doesn't need to say what an organization does. Restaurant logos don't need to show food, dentist logos don't need to show teeth. Just because it's relevant, doesn't mean you can't do better. The Mercedes logo isn't a car. The Virgin Atlantic logo isn't an airplane.— David Airey

Bios:

Mike Fasig, along with his wife Rhonda, owns Honeymoon Image and Design, Inc. He has a B.S. degree in Visual Communications from Ball State University. Mike worked for two Indianapolis design agencies in the 10 years after graduating from Ball State. Then, in 1992, he and Rhonda started Honeymoon out of the sunroom of their Broad Ripple home. Honeymoon continues to operate on the north side of Indianapolis, providing graphic design and advertising services for many local and regional clients. Clients of note include: The Eiteljorg Museum of American Indians and Western Art, Reis-Nichols Jewelers, COS-Xerox, Riley Children's Foundation, Indianapolis School of Ballet, Indianapolis Airport Authority, Lumina Foundation, and, of course, the Indiana Library Federation.



Susan Akers has been ILF's executive director for six years. Prior to that position, she was employed by Ball State University's library and by Anderson Public Library both in communications management. She received an M.A. from Ball State in public relations in 1999. Her expertise is focused in non-profit management and marketing, strategic planning and brand management.



Rebranding the Wells County Public Library as a Go-To Spot

By Emily Marshall

As part of the library's strategic plan, a committee comprising the Wells County Public Library (WCPL) director and 11 department heads evaluated the library's marketing efforts (2012). This was done by taking pictures of every piece of signage, poster, newsletter, and other materials in the library to evaluate their effectiveness as a whole. They also scanned newspaper articles about the library, evaluated public relations efforts, and had informal conversations with patrons asking their opinions about the library's marketing. A few key components were determined:

- Materials were often confusing to patrons because of how different they looked, depending on which staff member designed it. There was also no consistency in design across our print and web materials.
- Our logo's look was outdated and the visual image of a tree branch in the logo did not capture the essence of our library.
- The bulk of the marketing and public relations efforts focused on our primary service of books and neglected many of the hundreds of other services offered by the library.
- Many of the eResources we offered were hard to locate on our Website.

It was decided to do a complete overhaul to help unify all of materials, including print, web, social media, and more and to create a new, easily recognizable brand, logo, and tagline. The goal was to give the library a consistent image that appealed to a younger, technologically savvy target market and to increase the visibility of the library within the community.

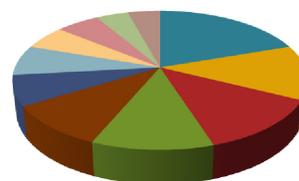
Needs Assessment and Planning:

To assist with creating a new brand, a variety of research techniques were used to determine the needs of residents, and staff members. Through focus groups, surveys among staff members, and a review of a previous patron survey, the staff working on the project looked at how people currently viewed the library, suggestions on improving the library, and what marketing products they were most likely to use. Findings included:

- Key words that came up during the focus groups of 32 residents on why the public finds the library valuable included: "serves as a community center," "low cost meeting space," "helpful staff," "offers up-to-date technology," and "comprehensive collection and resources." See figure 1.

Figure 1

What would you like patrons to think or feel about our library as we move into the future?



- Place to Gather/Destination
- Great Resources
- Welcoming/Inviting
- Technologically Savvy
- Friendly
- Relevant/Current
- Information Center
- Helpful
- Good Customer Service
- One-of-a-Kind
- Knowledgeable

- The focus group was also asked if the library's marketing efforts were working. Some of the areas for improvements included a desire to have more e-mail reminders about upcoming programs and to feature more information about library services in the newspaper and in newsletters, instead of just events.

Staff members were surveyed and the results showed that the top four emotions that the staff wanted people to feel about the library were as "a place to gather" or a "destination," "welcoming" or "inviting," "having great resources," and "technologically savvy." These words fit in with all of the emotions identified by patrons and helped determine the tagline used.

- Using results from a previous survey (2011) of 284 patrons and ongoing surveys taken at programs that ask how attendees learned about the event, our efforts were focused on improving the most effective marketing tools for the community: posters, local newspaper articles, library Website, electronic ads, and newsletter.

As part of the planning process, measurable objectives were set: 1.) To increase the number of library card holders, 2.) To increase circulation and program attendance, and 3.) To increase usage of our Website, databases, e-Books, wireless connections, and music downloads.

Implementation and Creativity:

After looking at the results from the focus groups, surveys, and other research, a committee of the library's department heads started on the process of creating the new brand, including a new tagline and logo.

Wells County Public Library Tagline:

• After narrowing down the selections to about six possible taglines the final one selected by the committee was “Your Go-To Spot...” The tagline was chosen for its versatility, succinctness, and the value it conveyed. It gave us the option to highlight our services, people, and everything else in a unique way, by changing what the library is the “Go-To” spot for.



• The tagline clearly portrayed the four key components that came up in our research about the value of the library: a place to gather (spot), welcoming (your), great resources (the ability to customize for all of our services), and technologically savvy (using a contemporary and more slang term “go-to” allowed the library to convey this and we also had the ability to customize the tagline to feature all of our technology services).

Wells County Public Library Logo:

- Featured four main colors that are used throughout our marketing materials.
- Multiple logos were created. The team wanted to have an easily recognizable marketing “concept” more than a static logo. For that reason, the main logo could be flipped in either direction and all of their materials played on the circle or “spot” theme. The team also created a separate logo for teens, kids, and adults. Each one received a featured color from the main logo.
- Shortening the Wells County Public Library to use the initials WCPL would make it easier to remember and be more identifiable, especially when viewed from a distance. It also appealed to a younger target audience.

Figure 2



Once the concept was in place, the team worked on creating new designs of all of the library’s marketing materials: online, posters, library newsletters, street banners (see figure 2), and more. The logos, marketing materials, and Website were all designed in-house by staff members.

The bulk of the expense of the campaign was for 110 street banners and staff shirts (which were funded by the Friends of the Library). They purchased the rights to use a few

stock illustrations and photographs, but the majority of the photographs used were taken by staff. Additional costs were tablecloths, magnets, a newspaper ad, posters, and Website

add-ons. Staff time and in-house printing costs did not increase.

To help patrons easily identify what age a program is for, the children’s, teen, and adult departments were assigned a “color” from the main WCPL logo to be used in the library’s marketing materials. For program posters and ads, a circle of this color is placed in the bottom corner, so it’s easy to spot the age range of a program based on color alone, even from a distance on the digital signs. Programs for all ages feature the main logo. All of the ads also feature a majority of the same fonts, for a uniform look.



One of the primary projects included updating the library Website (www.wellscolibrary.org). To help clean up the Website, we organized all the information into four key categories: *services, books & media, news & events, and research*, while at the same time including links in the main menu to the children, Teen Zone, and My Library pages.

Each primary category received an easily recognizable icon to make it visually appealing and allow for easier navigation. More common words were used, such as “research” instead of “databases” and “find books, movies, music, & more!” instead of a link to the “online catalog,” which many patrons did not understand. A feature of our old site that the public continually commented on was the library’s rotating webpage ads, which advertise closings, programs, and services. Based on the success of these ads, the team gave the main focus of the home page to the webpage ads and made them even more prominent.

Redesigning everything also allowed for featuring library patrons more prominently in all of the library’s marketing efforts. “In the Spotlight” was created for the newsletter and in displays to feature favorite books and fun information about patrons.

A coordinated effort with the *Bluffton News Banner* allowed for the newspaper to feature stories of different patrons and how the library has become their “Go-To” spot. For example, a truck driver said that the library is his “Go-To for Audio-books” so that he can listen while driving. Additionally, a

family which homeschools their children uses the library as a “Go-To for Children’s Resources,” so this successful input from patrons was kicked off during National Library Week. The library continues to feature people on the Website and in the library newsletter.

Evaluation:

The main goal of the rebranding project was to create an easily recognizable concept that could be used across all of the library’s marketing efforts. Using the tagline “Your Go-To Spot...” allowed library staff to unify everything with a visual circle theme throughout their marketing. The library has received a lot of positive personal feedback regarding the new marketing materials and logo, both from patrons, city officials, and awards committees. The publication relations campaign and rebranding won the 2013 *Sara Laughlin Marketing Award* from the Indiana Library Federation and one of the 2014 *John Cotton Dana Library Public Relations Awards* provided by the H.W. Wilson Foundation, the American Library Association, and EBSCO.

During the planning phase, the team set objectives of increasing library card holders, circulation, program attendance, and usage in digital resources, including the library’s Website, databases, e-Books, wireless connections, and music downloads. During 2013, the Wells County Public Library:

- Issued 985 new library cards, which was a 21 percent increase from 2012 and brought the percentage of card holders in our county to 71 percent.
- Saw a 40 percent increase in total circulation of all materials from the previous year. One of the biggest increases in circulation were in electronic audiobooks (39 percent increase) and e-Books (52 percent increase), which we focused heavily on promoting by highlighting the library as a “Go-To for Technology” and a “Go-To for e-Books.”
- There was also a 153 percent increase in database searches over the previous year, which was the result of promoting these resources more and also making them easier to find on a streamlined and redesigned Website.
- In the first month the new Website received a 36 percent increase in total views from the previous month. In two months, the total page loads also increased by 38 percent. Also, in an effort to become more personable and relatable to the public, staff members have the ability to add information and create posts about various topics of interest on the Website. More than half of the library’s Website visitors go on to read the posts made by staff.
- One of the largest increases was in wireless connections, which increased by more than 417 percent in 2013 over 2012. This was expected because area schools now have a program where every student receives an iPad, but the enormous increase shows our campaign worked in getting these students in

the doors of the library.

- Our overall programming attendance did not increase significantly at only 5 percent, but there was a large jump in attendance by young adults in grades 7-12. That increase in 2013 was about 98 percent more when compared to the previous year.

The library’s team feels the “Go-To Spot” rebranding and campaign was very successful in creating a more unified look and getting more exposure in the community. One area for improvement is to increase program attendance for all ages by offering more “Go-To” events presented by local residents. Two events were held during kick-off week, and the library staff would like to offer more frequent events for opportunities to tie in program topics (such as pottery, finance, and more) with book displays. They would further highlight the presenters and promote what the library is for the presenters’ “Go-To” in the newspaper. Another goal the team noted is to use more teens in marketing.

Bio:

Emily Marshall is the Community Relations Manager at the Wells County Public Library and oversees the library’s marketing and public relations. After earning degrees in advertising and public relations, Emily worked in public relations and event planning for several non-profit organizations and corporations. She transitioned into library marketing eight years ago and has held numerous positions at libraries in Tennessee, Michigan, and Indiana. Since being at WCPL, she has worked on creating a new image and brand for the library to improve communications with patrons and the entire community.



St. Joseph County Public Library: 125 Years and Growing By Jennifer Zent

The Summer Reading Program has developed into a cornerstone for the St. Joseph County Public Library (SJCPL) over the years. What was once a group of librarians spreading the importance of reading through storytimes and book suggestions has now turned into a community-wide challenge to encourage children, teens, and adults to log their reading and participate in programs throughout our entire system.

Because we look toward this annual event as a means of reinforcing the idea that the library is an educational institution valuing the success of its patrons, young and old, we decided to pair the launch of our 2014 program with SJCPL's 125th anniversary.

The idea was to create a festive atmosphere while making our brand and significance undeniable. We wanted to challenge everyone to keep reading throughout vacation time and, as a result, make SJCPL a destination. Our 125th celebration afforded us the opportunity to start off the Summer Reading Program with a party that encouraged people to register in the early stages. As an incentive, the first 400 people who signed up received a bright green t-shirt with our 125th logo on the front and the catch phrase, "Check Me Out" with a graphic of a barcode, on the back.

Each branch had 125th anniversary bracelets to hand out to those who signed up at their locations. They also catered to their communities by creating programs during the same week of the kick-off party so there was a unified attempt at getting the word out about the importance of summer reading for all ages.

The party itself was held in our parking lot in conjunction with Downtown South Bend's First Fridays event that centers around various themes. The sign-up table was staffed and boasted a large line for the first two hours. We partnered with WVPE and Sunny 101.5, both advertising on their radio stations, and did several on-air television appearances with our NBC and PBS affiliates.

Activities at the event were all means to further establish our name in the community. Children created paper bag hats with stamps and stickers (something that was easy and allowed for high visibility as they walked around town), people immediately donned their t-shirts and staff had their own shirts with the SJCPL logo and fun quotes such as, "May the Librily be With You" and "There's no place like the library."

Additionally, we unveiled our urban garden and had a small

ribbon cutting ceremony that allowed for Aaron Perri, the executive director of Downtown South Bend, Inc., to share a few words about the value of SJCPL as a resource and space where people can congregate. We also had the winners of our teen poetry contest (they were encouraged to write on the themes of books, libraries, gardens, anniversaries and celebrations) read their selected pieces.

Promoting this contest gave us a built-in audience the day of the event, but also provided us with another means of outreach to discuss Summer Reading with area schools in the months leading up to our kick-off. Ultimately, we had eight readers and 50+ present during the garden dedication.

The success of this event wasn't just in the fact that we had a 15 percent increase in Summer Reading participation over the previous year, but in the partnerships we created while supporting our initiative. It was also the smiles and photos on social media. And the t-shirts that we still see around town that continue to remind us of that special day. Our relevance depends on programming that is intertwined with the community in such a manner. It's our way of reaching out a hand and saying, "Come along for the ride."

We're so glad they did... and continue to do so.

Bio:



Jennifer has held a position at the St. Joseph County Public Library for almost four years. Prior to her current role, she worked at a prominent bookstore planning events and establishing strong relationships with schools and area organizations. She continues to use those skills as she promotes SJCPL's various initiatives. An avid reader, she believes books are not only a source of knowledge and creativity, but a means for us to understand each other's experiences better.

That's Not My Job: Marketing in Indiana Libraries

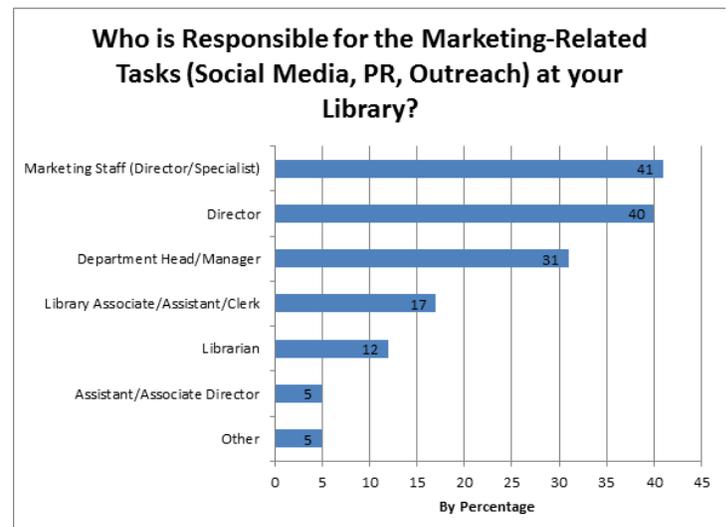
By Timothy McClelland

It is well documented that public libraries must reach outside the library and into the community to be relevant and effective in an increasingly digital world (Robinson, 2012; Gupta, 2006). Social Media, mobile content, outreach, and other marketing-related methods can be effective tools to reach and interact with potential users in the community or online. The use of mobile technology has grown exponentially, and libraries of all sizes must accommodate this growing demand through new marketing strategies (Hofschire & Wanucha, 2014). As these new marketing strategies are added, each library must decide who handles these responsibilities and what sort of training they need to successfully accomplish these tasks. Do most libraries have a marketing plan that guides staff and the marketing activities towards the library's mission statement or annual goals?

Kathy Dempsey (2009) found that in many libraries, marketing-related job duties are often delegated to library staff with various positions and “end up being afterthoughts tacked onto an already-full job description.” Once these job duties have been handed out, it is often left to the employee to figure out a plan for marketing (creating publicity and managing social media posts) with little training or direction from management.

A national research study of job listings completed by the author in 2014 found librarians (Subject, Reference, and Instruction Librarians) are most often responsible for the marketing duties at their library (35 percent), while library directors only accounted for 11 percent of the positions responsible for these duties. In order to better understand the marketing practices of Indiana libraries, the author conducted an online survey of 100 Indiana librarians. The survey found that library directors are responsible for marketing-related tasks in 40 percent of responding libraries. Marketing staff (marketing directors, assistants, etc.) are responsible for the marketing-related tasks at 41 percent of libraries and department head/managers handle the marketing tasks at 31 percent of responding libraries (see Figure 1). Note: some libraries have a combination of employees responsible for marketing-related tasks (e.g. director and librarian).

Figure 1:



These findings conflict with the data from a previous nationwide study, but could be explained by the high number of very small libraries represented on the survey (25 percent of respondents) or could be a result of the prevalence of small libraries in Indiana compared to states with more county-wide library systems. By definition, small libraries have fewer resources than larger library systems and may not have the financial resources to support a marketing professional and/or department, leaving more tasks for directors and department heads. Sixty-eight percent of the small libraries (serving populations under 10,000) in the survey reported that the library director is responsible for the marketing-related tasks while only one director (three percent) in a library serving more than 50,000 residents works on marketing-related tasks. The survey shows 71 percent of libraries serving over 50,000 residents have a dedicated marketing staff to handle marketing tasks for the library while only 28 percent of libraries serving populations less than 50,000 have a marketing professional/department.

The data suggests a variety of positions handle the marketing-related tasks in Indiana libraries, but what level of training do these employees receive in order to successfully market the library?

A recent study found that 37 percent of library jobs include a marketing component, but only 11 percent of those job listings required previous experience with marketing (McClelland, 2014). This illustrates a disparity between the marketing tasks employees are expected to complete in their position and the experience or background they have to be successful in this area. This need can be addressed through trainings and

conferences, but if marketing tasks are not their main priority, training in this area will likely not be a priority either. A library manager would not expect staff to complete cataloging tasks without essential training, but in many libraries there is little or no training or support for completing marketing-related job duties. The same online survey of 100 Indiana libraries found that 53 percent of libraries provide no formal, in-house marketing training. The majority of these libraries (77 percent) allow employees to attend conferences and webinars on the topic. This is important, but would require the employee responsible for the marketing tasks to seek out these opportunities for improvement on their own and may not be a priority for them with their various job duties.

Another important factor that could indicate how effective a library's marketing strategies will be is a marketing plan. A marketing plan will organize all the marketing efforts to ensure that each strategy works toward the overall mission and yearly goals for the library instead of simply reacting to a problem when time and resources are available. Developing a marketing plan with specific goals and targets in mind allows the library to match those with the appropriate marketing channels and deliver a consistent message to the community (Fichter & Wisniewski, 2014). Internally, a marketing plan allows more input from employees and management on what is important and what defines the goal of the marketing plan. Libraries have found that involving staff at all levels and finding the appropriate way to implement a plan is essential to the success of any marketing plan (Metz-Wiseman & Rodgers, 2007).

From the survey of 100 Indiana librarians, only 22 percent of libraries have a formal (written) marketing plan (see figure 2). When this data is analyzed by library size it shows a wide disparity between the percentage of small libraries (service population under 10,000) and the largest libraries in the state (service population over 100,000).

Figure 2:

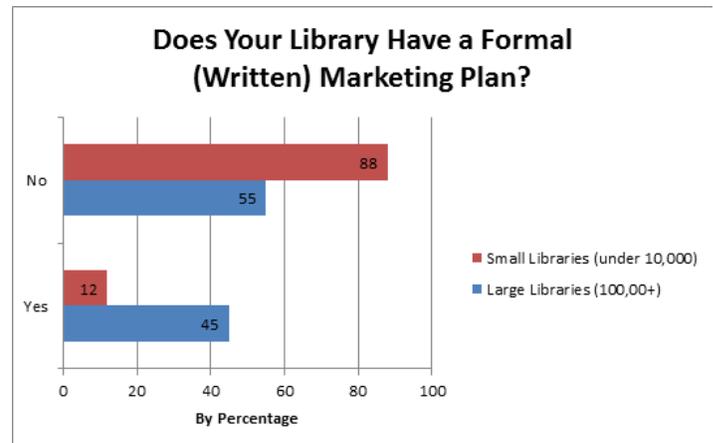
Does Your Library Have a Formal (Written) Marketing Plan?

Yes	No	I Don't Know
22%	65%	13%

Forty-five percent of the largest libraries in the state have formal (written) marketing plans compared with only 12 percent of libraries serving under 10,000 residents (see figure 3).

This category of the largest libraries in the state (over 100,000 residents) was the outlier compared with the state mean of 22 percent when it came to marketing plans. Fewer than 20 percent of libraries in every other size category of library had formal marketing plans.

Figure 3:



Although smaller libraries are at a resource disadvantage when it comes to marketing, creating a marketing plan and organizing the process is essential for libraries of all sizes. Libraries without a marketing department (or someone with a marketing background) still need a strategic plan for their marketing content to ensure the marketing activities drive the organization towards the mission, goals, and objectives of the library. Being strategic about marketing content also means making sure all content creators are aware of the library's marketing plan and are committed to it (Fichter & Wisniewski, 2014). It is difficult to be strategic if the plan is not formalized and/or agreed upon by all employees involved in the marketing process. Creating a marketing plan with input from all levels of the organization and buy-in from the staff responsible for the marketing-related tasks will not only improve the output of marketing activities, it will help the Indiana libraries make progress towards organizational goals and objectives.

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Bio:

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Window Marketing for Libraries

By Emily Austin Duran

I once read a lengthy blog post about defining the word “outreach” as it is used in academic and public libraries. The author had difficulty defining the word because, depending on what your library’s mission is, the word can take on a different meaning. For the purpose of this article, I will use the word “outreach” based on the principles of my own rural community library’s mission statement which is “To Inform, Enrich, and Empower.”

Step number 1: Evaluate the merchandise.

Your library’s “merchandise” is any resource, instruction, technology, program, or activity that your library uses to foster a relationship with the community. Brainstorm with staff to identify a myriad of services and programs offered by the library. Some are more successful than others, but that is to be expected when so many are offered. Identifying the strengths of the library’s services and programs are part of developing a clearer focus. Conversely, identifying the challenges or weaknesses of the library is important, too. A successful approach to library programming is to develop opportunities for life-long learning geared toward a wide range of age groups. Providing a collection, technology training and services that serve the community should be evaluated annually.

Step number 2: Evaluate the consumer.

Who are your visitors? Are they representative of the community’s demographics? Look at the library’s visitors and segment them by age, interest, need, and behavior. As you learn more about them, you will establish programs and services that are most in demand by your users.

Step number 3: Create your windows.

I refer to a window for marketing as a tool to present your “merchandise.” Each window depends largely on the audience and the library’s mission. An example of this concept in my library was when we developed programming based on historical artifacts. This was geared for a mature audience. After evaluating our audience, we recognized that they are used to a lecture-style format which was appropriate for their longer attention spans. In developing the program, however, we decided to hire an impersonator to play the main character and it was a huge success. This approach had all-age appeal.

Libraries are able to take ideas from retail stores and “merchandise” their resources successfully.

Using the design expertise and “eye” of a creative staff member, create interesting and timely rotating displays in a high-traffic area that promote your library’s collection.

Step number 4: Market your windows.

The four P’s of marketing are price, product, place, and promotion. (Think of “price” as the exchange of value of your customers’ time.) By transferring the four P’s to the library world, you are able to develop an integrated campaign.

“Products” are your library’s services and programs; place is the library while promotion is the activities that raise awareness about the products.

Viral marketing consists of using social media outlets such as library Websites, blogs, LinkedIn, Face-Book, Twitter, and Flixster to inform others and to enhance brand awareness. Do not forget to incorporate fail safe avenues such as newsletters, billboards, newspapers, flyers, and cable channels, all of the above are great resources for promoting upcoming events. Each style of promotion will reach a different set of consumers.

Step number 5: Evaluate.

This final step takes us full circle back to our own organization’s mission statement. Through careful analysis, we need to objectively appraise the results. Did we reach and exceed our goal? Did we reach our target audience? What worked? What did not work? What could we do differently to change the outcome? Sometimes our success or failure is obvious from lack of attendance or feedback from evaluation cards. Ask direct questions such as: What do you value at the library? What services do you not use? What are your interests and needs?

In closing, a window marketing plan is a valuable process that allows academic and public libraries to establish community relationships through outreach. Outreach is how we connect with members of our communities. By knowing the library’s strengths and weaknesses and by creating and marketing content, we are able to better assess our impact and progress. As institutions of knowledge and learning, we are able to continue designing effective learning experiences for future generations.

Bio:



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21 years. 21 Stories. Creating a Community of Giving at the IUPUI University Library

By Taylor K. Bennett and Kindra S. Orr

Abstract

This article describes goals and strategies for a library communications and fundraising program designed to mark a milestone anniversary. The authors report on a targeted public relations effort to enhance fundraising results and review development outcomes in the context of current literature related to donor loyalty and fundraising for libraries. Particular emphasis is placed on the value of creating compelling stories about the individuals who shape the life of the library and its ability to impact the wider community, especially donors whose gifts facilitate unique programs and collections. This approach aligns with considerations identified in both fundraising and library literature, which underscore the effectiveness of utilizing story to deepen connections with and motivate donors.

Keywords: fundraising, academic libraries, public relations, donors.

Organizational Overview

The University Library is central to the mission of Indiana University Purdue University Indianapolis (IUPUI), a top ranked urban university, recognized locally, nationally, and internationally for its achievements, including top-ranked programs in nursing, public and environmental affairs, business and law. With staff and resources that support all of IUPUI's more than 30,000 students, across more than 250 degree programs, the IUPUI University Library is a vital partner for the IUPUI campus and the Indianapolis community. Due to limited financial and personnel resources, the University Library does not engage in a formal marketing program. The University Library Campus Outreach Group (COG), made up of a mix of librarians and staff helps to promote resources and services to IUPUI students, faculty and staff. The library's external relations staff, which consists of two full-time employees and one part-time student, focuses entirely on development and public relations activities that complement a well-rounded fundraising program, seeking to grow the library's donor base and increase the number of prospects with a capacity to make major gifts.

A Milestone Opportunity

In 2014 the University Library launched parallel communications and fundraising campaigns in recognition of the 21st anniversary of its landmark building, designed by renowned architect Edward Larrabee Barnes. These campaigns were

designed to expand the library's donor base by 1) reconnecting with past and lapsed donors, 2) identifying new prospects, and 3) communicating shared accomplishments with current donors. Drawing on strategies to foster donor loyalty, we released *21 Stories* over the course of 2014 via various formats, including video, print, electronic communications and social media. During the fall semester, we also hosted what we called a "flash cake" event to help celebrate the library's 21st birthday with the students. The culmination of the parallel campaigns was a celebratory anniversary reception attended by donors, community partners and IUPUI faculty and staff. At the anniversary event, every guest received a passport with customized stickers that allowed them to interact with each one of the *21 Stories* in the form of videos, photographs, virtual slideshows, and a live presentation. The full array of *21 Stories* were captured on a web page (www.ulib.iupui.edu/21st), which evolved over the course of the library's anniversary year.

Outcomes in Context

A two-channel approach to outreach enabled the IUPUI University Library to successfully achieve increases in the number of donors, the number of gifts, as well as the size of the average gift in 2014. Research has shown that a donor's commitment is determined by the extent to which they share an organization's values (Sargeant, 2007). In order to retain donors, organizations must find ways to, "deepen the bonds that exist between them and their supporters," (Sargeant, 2001). The various narratives that made up the *21 Stories* communications campaign, many of which featured individual and corporate donors, allowed the IUPUI University Library to showcase its mission and values, and to demonstrate two decades of accomplishments made possible through donors' support. Perhaps most importantly, the library was able to expand its donor base overall, which with proper stewardship, offers significant opportunities for growth of the development program going forward.

Pertinent Themes in Current Library and Fundraising Literature

Fostering Donor Loyalty Through Strategic Communication

In a review of fundraising for large public university libraries, Dewey insists that, "a major imperative for library fund-raising success and sustainability is expansion of the donor base,"

(2006). With a goal of expanding IUPUI's University Library donor base and increasing the potential for major giving, development staff envisioned and implemented a strategy addressing specific fundraising challenges observed in practice, as well as current research, and by sharing stories about the library's needs and accomplishments. The plan centered on the 21st anniversary of the library's building, and became a reality through public support, as well as private philanthropy.

In the larger context of higher education fundraising, libraries can be challenged to retain donors and to identify new donor prospects. Dewey observes, "The library does not follow a traditional alumni-based model, and there can be resistance to paving the way for the library to try different constituencies to expand their donor base," (2006). Unlike academic programs and schools which confer degrees, libraries cannot claim their own alumni and are obliged to compete with other giving opportunities on campus. Dewey warns against giving into the myth that, "libraries have no natural constituency," however and suggests focusing on the many ways students, faculty and the public benefit from academic libraries' resources and expertise. Dewey urges, "Library directors and fund-raisers need to break through these myths with sound and compelling stories about what constitutes a research library, how it is unique and how it benefits students," (2006). The University Library's 21st anniversary campaign encompassed 21 unique stories designed to illustrate each of these three key points.

The IUPUI University Library is open to the public. Any Indiana resident with valid identification is eligible for a borrower's card. Of the more than 800,000 visitors to the library each year, 10 percent are from the community. These include local high school students, as well as users from a nearby community college. Openness to the wider community creates opportunities for fundraising. A review of recent IUPUI annual fundraising results show that year to year, anywhere from 40-60 percent of donors to the University Library are not alumni. In 2014, 76.7 percent of donors were non-alumni or friends. Only 8.2 percent of donors were alumni. While positioning an academic library as a local non-profit service provider opens up potentially productive development possibilities, it also requires a thoughtful communications approach that distinguishes it from other community-based non-profits.

The continued growth of the non-profit sector gives donors more options. *The New York Times* reported on a study by the Urban Institute that showed, "from 2001 to 2011, the number of non-profits in the United States grew 25 percent while the number of for-profit businesses rose by half of one percent," (Bernasek, 2014). In order to attract new prospects and retain existing donors, libraries must invest time and money to craft and disseminate a compelling case for support. In a difficult economy, when donors often refocus on urgently needed social services, this can be especially difficult. In a study of donor loyalty, Sargeant finds that, "although approximately one in five donors might lapse because of a change in financial circumstances, a similar number simply elect to switch

their support to other organizations," (2001). Sargeant's study showed that 26 percent of donors changed their donating pattern because they perceived other causes to be more deserving. Sargeant identifies responsiveness, feedback and the perceived effectiveness of the organization as important factors influencing donor longevity. In a later study with Woodliffe, Sargeant adds shared beliefs, the existence of a personal connection to the organization, as well as trust and perceived risk to the previously identified service-quality considerations that motivate donors (2007). By featuring stories about individual and corporate donors, as well as librarians, faculty and students, the University Library's *21 Stories* campaign was tailored to respond to many of the factors above, demonstrating to past supporters what the library has accomplished with their help and highlighting the people whose academic experiences were impacted through philanthropic gifts at all levels. All of the above concerns underline the importance of creating a sense of story in library donor communications. Library needs should be represented as a constellation of narratives adding up to a meaningful enterprise that donors want to be a part of and support.

A strong theme in the library's *21 Stories* campaign was community engagement, an integral principle of learning overall at IUPUI. The university library provides not only learning space and service desk consultations to the public, it offers unique collections, both archival and digital, many of which illustrate important aspects of local history and culture. In a descriptive analysis of public relations in academic libraries, Marshall observes that, "service to the community is a very important public relations tool whether recognized as such or not. The libraries are accepted as part of the larger community and act as a bridge between the community and the college university campus," (2001). Positioned in the heart of an urban research university, the IUPUI University Library plays an important role in the wider community, not just by facilitating life-long learning for its citizens, but by preserving and creating access to materials that reflect the city's identity.

Another key message in the *21 Stories* campaign was the importance of technology in the library environment. Focusing on new technologies and how they impact library services, positions the library as an innovator. Danneker explores the funding challenges that the rapid growth of information technology presents for academic libraries, noting, "as technology has allowed much of academic work to be completed online, and as the information available on various Internet sources has become increasingly prevalent, university administrators have questioned the importance of the library and its role as the keeper of and gateway to relevant information in the current academic environment," (2011). Danneker's suggestion that academic libraries strive to demonstrate their value to both internal and external audiences is apt.

The University Library considers internal constituents, such as administrators and the IUPUI scholarly community, to be key audiences for its communications. The *21 Stories* campaign

highlighted initiatives that enhance the campus research environment and characterize the campus as focused on the future. Looking at donor relations as public relations, Wedge-worth asserts that, “fundraising goals should convey a vision or a sense of how the institution pictures itself in the future. They should be compelling enough to generate excitement about what the future will be,” (2000). As the role of libraries continues to evolve in the face of technological change, it becomes increasingly important to help both internal and external constituents see beyond outdated perceptions and understand the ways contemporary academic libraries help users imagine and prepare for the future; through the provision of electronic resources, the creation of unique digital collections, plus instruction and advocacy related to new technologies that support learning and research.

The Communication Plan Overview

The IUPUI University Library has been in its current building for 21 years. Librarians and staff have seen a lot of change over the years as the role of libraries has shifted. Instead of celebrating the 20th anniversary, the development team decided to celebrate the library’s 21st anniversary. When people reflect on their time spent in college they often think of how much they grew during that time. This theme, coming of age, is where we drew our inspiration for celebrating our 21st anniversary year. The two primary goals for the *21 Stories* campaign were expanding our overall donor base and growing the library’s Student Opportunity Fund. Parallel with fundraising efforts in our anniversary year, the library launched its *21 Stories* campaign designed to do three things: reconnect with past and lapsed donors, identify new prospects, and communicate shared accomplishments with current donors. Although there were pieces of this campaign that directly solicited donors, we also wanted to improve our donor communications. Having a communication plan is vital to a successful fundraising campaign. In particular we strategically used web communications to reinforce print pieces and individual conversations with donors. Waters describes e-communications as a good place to start with new donors, “Following up the donations with additional communication, such as Internet or traditional mailings of newsletters, leads to increased likelihood that the donor will give again,” (2007).

We intended for the anniversary to be more than just a one night event. Developing 21 unique stories to be shared over the course of the year leading up to the anniversary event in October 2014, allowed for many different points of contact with our constituents.

Donors at all levels appreciate communications and examples of how their gift is helping the organization fulfill its mission (Waters, 2008).

The IUPUI University Library is a public academic library, which provides us with a connection to the Indianapolis community that other university libraries may not have. The library is not only the heart of the IUPUI campus but it’s a

great connector to the greater Indianapolis community. Community members choose to support the library as it has a wide reach and has a direct impact on student success. Our Center for Digital Scholarship helps preserve Indianapolis history which is something that many community members value as well.

In order to employ a comprehensive strategy, we pulled a list of anyone who had donated to the library since 1993 (as far back as our database would allow) and folded these people into our communication plans. New prospects were found through first time donors in the past year and community patrons who had obtained a library card. In order to ensure longevity of an organization, development staff must continue to find new donors and community friends (Waters, 2008).

As the IUPUI community continues to grow, we feel the need to continue to provide unique learning experiences for our students. In order to do this we need external support. During the *21 Stories* campaign we promoted our Student Opportunity Fund. This fund is designed to help students grow and succeed at IUPUI through programs that enhance the services and activities of the University Library. With support, the library can help students successfully complete their academic degrees and develop skills that will lead to lifelong learning and community engagement. The annual atrium sculpture competition, which gives art students real world experience creating a commissioned art piece, the Diversity Scholars program, which gives one student a yearlong position developing library diversity projects and events, and professional development for our student employees are the main activities that this fund supports. This giving opportunity is a key for us because it is an ongoing need and an evergreen giving opportunity, as compared to short-term renovation or capital projects, which have been a focal point of fundraising in the past.

Implementation

The *21 Stories* campaign was created to show how far we have come and where we want to go in the future. Each story was selected to fulfill one of these areas. See Appendix for story matrix.

Sharing of the *21 Stories* campaign happened over the course of 2014 through various formats. We released the stories starting with story number 21 and ending with story number one in order to give a countdown aspect to the campaign. Many of the stories were sent via e-mail to our mailing list of more than 2,500 recipients. The e-mails included photos and teasers to the story as well as a link to the *21 Stories* Website. For three of the stories, numbers 17, 8, and 1, we created short videos. The videos provided a different medium to which our constituents responded favorably. The video for story number 1 was released the night of the event during a live presentation. Two of the stories were recorded audio pieces in the style of StoryCorps, an oral history project by National Public Radio archived at the American Folklife Center of the Library of Congress. These were stories numbers 16 and 14. The people

featured in the stories interviewed each other, which reflected a warm and engaging rapport. Stories number 11 and 6 were highlighted in our quarterly electronic newsletter, sent to both internal campus leadership and external continuities. Finally, two of the stories were used as save-the-date postcards for the event. Many of the stories were also shared on our Face-Book page and our Twitter account, two vehicles we use to reach out to students--our primary social media audience.

Figure 1: Annual Report, Save-the-date, and the Passport.

All of the stories were also featured in our 2013-2014 annual report, which was mailed to almost 900 households. Our annual report allows us to connect with our donors and tell the stories we do not normally get to share. This print piece was also used to promote the anniversary event.



Figure 2: 2013-2014 Annual Report.

At the anniversary event on October 11, 2014 every story was featured in some unique way. We created a passport for the guests to locate all 21 stories throughout the library. Once they found and experienced a story, a sticker was provided for guests to place in their passports, allowing attendees to interact with the stories. Some stories were videos, others photographs or slideshows. Still others

were exhibits. Some were even people whose name tags indicated what number story they represented. Guests took home two keepsakes, a completed passport of their own making and an anniversary Mason jar mug.

Figure 3 and 4: Passport from the event.



Figure 5: Mason jar mug and Passport.

The *21 Stories* campaign's primary focus was on donors and community members, however students helped celebrate, too. In the spirit of flash mob events, we hosted what we called a "flash cake" event for students during the fall semester. We provided sheet cake for students to help them feel a part of our celebration. On the day of the "flash cake" event we promoted free cake in the library on our social media pages. All of the cake was gone within an hour and our students appreciated being included in our anniversary activities.

For this campaign, we wanted to create an online space to capture all the stories and share information about the event. The Website (www.ulib.iupui.edu/21st) was updated each time a story was released. We promoted the Website as the location to view the full constellation of stories in their entirety.

Since this campaign had so many different parts to it, creating unity among all of them was vital. We did this by creating a 21st anniversary logo, color scheme, selected fonts, and a tag line. These items were used with every communication as well as at the event. The tag line was "We have stories left to write," a phrase that referred not only to the library but to donors, whose support makes many of the library's programs and priorities possible. Waters states that communication strategies need to incorporate more two-way vehicles (2007). The tag line was intended to evoke library memories on the part of individual donors and also to point towards a shared future. As a result of the *21 Stories* campaign, we were sent a number of nostalgic library stories. We often thanked donors for "being part of our story."

Observations and Outcomes

The two primary goals for the year were expanding our overall donor base and growing the library's Student Opportunity Fund.

In 2014, the number of library donors increased by 52 percent from 2013. The number of gifts has increased by more than 27 percent. The value of the average annual gift to the library increased by 43 percent. The total number of gifts went from 571 to 673 gifts, which is an increase of 18 percent. Not only did our number of gifts increase but the average individual gift went from \$161 in 2013 to \$371. Overall donors in 2014 gave larger gifts. We also increased our number of donors from 323 in 2013 to 410 donors in 2014, this is a 27 percent increase. These numbers represent overall giving to the library in our anniversary year across many programs and projects. A certain percentage of gifts were given in recognition of our milestone anniversary; 7.2 percent of total fundraising was directly connected to the 21st campaign.

As stated before, there was a large effort to have a unified look for this campaign, which included photos, audio, and video. The diverse tools used in this campaign added costs to our total fundraising budget for the year but only accounted for 7.8 percent of total fundraising allocations.

A particular effort was made to reconnect with lapsed donors during this campaign. Our records indicate 31.2 percent of all donors from the 21st campaign were classified as lapsed. The range of time during which this group's giving had lapsed, ranged from two years to 29 years. This suggests the affinity donors have for the University Library is strong. Research in the marketing field illustrates that it's both easier and more cost effective to recapture lapsed donors than recruit new ones (Griffin & Lowenstein, 2001).

Our second goal was to grow the library's Student Opportunity Fund. In 2013, the fund's balance was \$1,633.83. At the close of the *21 Stories* campaign, the balance of the fund was \$18,596. This fund total reflects numerous modest-sized individual gifts. This represented a strong start for the pilot year of this evergreen fund.

An ancillary but significant benefit of the *21 Stories* campaign was a comprehensive update of information in our donor records. We were able to purge outdated e-mail address, add new e-mail addresses, update physical addresses, and augment on individual households. We did this by inviting response e-mails and collecting and reviewing returned mail. Special provisions for the latter had to be made with the post office and came at a nominal cost. These housekeeping activities will make future communication efforts more efficient.

The increase in the average gift tells us that when donors have more information about what we are doing or unique programs we are offering, they are more likely to give a larger amount. Donors that trust an organization and are able to see success demonstrated by the organization are more likely to become major gift donors (Waters, 2008). The increased support in the Student Opportunity Fund shows that donors are drawn to programs that appear to directly impact students. This is valuable information as we continue to develop a variety of cases for support around projects in the library.

Conclusion

University Library development staff learned many lessons in the course of the *21 Stories* fundraising and communications campaigns. While research has shown that donors want fewer contacts from soliciting non-profits, or at a minimum, prefer to determine how many times they are contacted (Sargeant, 2001), responses to the *21 Stories* campaign indicated that most donors appreciate the type and number of communications they are receiving from the University Library. Less than 20 donors, from a pool of more than 2,500, unsubscribed from the library's external relations contact list over the course of the campaign. We also learned something about the viability of on-site events for our organization. A small, but loyal group

of donors want to be included in library events, while a notable percentage of others are happy to give without attending library community gatherings. A portion of each anniversary event ticket was a gift in support of student programs. Many donors purchased tickets, but opted out of the actual event. Consistent with research and practice, more dollars were raised in the course of the library's milestone anniversary year via face-to-face solicitation.

Outcomes of these parallel library outreach efforts underscore the entwined nature of development and external relations. Clear and compelling communications facilitate effective fundraising. Though public relations is often considered non-essential for libraries (Marshall, 2001), in the case of the IUPUI University Library, a strategic approach to communications led to measurable improvements in fundraising outcomes. By telling stories that represented the many ways one academic library and its community worked together to inspire and support a generation of students, development staff successfully strengthened links with current and past donors (including lapsed donors), and created fruitful connections with new donors.

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Bios:

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Kindra Orr is currently Assistant Dean for Administration at the IUPUI University Library. Having served as Director of Development and External Relations from 2007-2014, she has a diverse background in fundraising and communications that includes more than a decade of experience as a public television producer. She enjoys being a part of the IUPUI community, where civic engagement is a core value and where she is inspired daily by her colleagues' commitment to lifelong learning.

Appendix
Story Matrix

<p>21- The Heart of the Campus An introduction to the library's landmark building and the ways it has shaped the life of the campus and the city of Indianapolis. <i>E-mail communication.</i></p>	<p>20- A Library Romance Portrait of a former student employee, his wife—who he met while working in the library, and their young daughter. <i>Electronic newsletter story.</i></p>	<p>19- I 3> UL Recap of the annual Valentine's Day feedback event during which patrons share the things they love and do not love about the library. <i>Social media push.</i></p>	<p>18- Staying Ahead of the Game Portrait of one of IUPUI's Division One basketball players who happens to also be an avid library user. <i>Print piece, save-the-date postcard.</i></p>	<p>17- Building Bridges to Our City Spotlight on the unique digital collections that help the library and the campus bridge to the community. <i>Video via e-mail communication.</i></p>	<p>16- The Thinker & the Cheerleader Conversation between the Dean and long-time board member/friend regarding how far the library has come in 21 years. <i>Audio piece via e-mail communication.</i></p>	<p>15- Helping Students Afford their Education Portrait of an undergraduate employee who credits the library with teaching her how to work with others in a professional environment. <i>Print piece annual report.</i></p>
<p>14-How One Librarian Helped Another Find his Calling Conversation between two librarians, one of whom inspired the other to join the profession. <i>Audio piece via e-mail communication.</i></p>	<p>13- Creativity Unbound Highlights from our nationally-recognized artists' book collection. <i>Special exhibit at a local art collective.</i></p>	<p>12- Library as Training Ground Reflections from a graduate student employee, headed for a career in nonprofit service. <i>Print piece, Save-the-date postcard.</i></p>	<p>11-The Future of Libraries Perspectives on what's next for libraries from a current employee and library technology specialist. <i>Print piece, annual report.</i></p>	<p>10- Art in the Library Snapshot of the most recent student winner of the library's annual atrium sculpture competition and her work. <i>Print piece, annual report.</i></p>	<p>9- Our Collective Intellectual Life Thoughts from a nationally-known faculty member and scholar on the role of the library in the academic community. <i>Print piece, annual report.</i></p>	<p>8- Stamina Matters Portrait of the Dean and his thoughts on librarians in the 21st Century. <i>Video via e-mail communication.</i></p>
<p>7- Knowledge for All Story about the library's views on and investment in Open Access. <i>Print piece, annual report.</i></p>	<p>6- A Legacy of Innovation Story about how a local telecom corporation helped the library become a technology leader. <i>Electronic newsletter story.</i></p>	<p>5- Archives: Beyond Books Behind the scenes look at the library's special collections. <i>Print piece, annual report.</i></p>	<p>4- What is Philanthropy? Profile of a donor who was pioneer in the field of philanthropy and helped establish the library's Philanthropy Collections. <i>Print piece, annual report.</i></p>	<p>3- Ahead of her Time Short biography of the forward-thinking first director to serve in the library's landmark building. <i>Print piece, annual report.</i></p>	<p>2- A Vision for Teaching in Libraries Profile of the second director of the library who established our program of library instruction. <i>Print piece, annual report.</i></p>	<p>1- A Place Set Apart An exploration of library as place, touching on how the library serves individual students and the wider campus community. <i>Live video presentation at event.</i></p>

Indiana Library Directors' Perceptions of e-Book Patron-Driven Acquisitions

By Robert S. Freeman, Judith M. Nixon, and
Suzanne M. Ward

Abstract

A recent survey of collection librarians at large academic libraries with patron-driven e-Book acquisition programs (e-Book PDA) has shown that a majority of these librarians support the programs and believe that patrons choose good quality e-Books that have higher circulation rates than e-Books selected by librarians. E-Book PDA is becoming an increasingly common method of building digital collections in large academic libraries. In smaller academic libraries, however, there are still relatively few e-Book PDA programs. To get some idea of how many e-Book PDA programs there are in smaller academic libraries, to learn about the directors' attitudes toward such programs, and to see whether attitudes vary according to the size of the institutions, the authors conducted a survey of directors of libraries in Academic Libraries of Indiana (ALI), an association of mostly small academic libraries. With responses from 28 out of 73 ALI directors, the survey revealed that 82 percent (n=23) of the libraries do not have e-Book PDA programs, even though 82 percent (n=23) of the directors, regardless of the size of their institution, have positive attitudes toward the propositions that patrons would choose good quality e-Books that these e-Books would likely circulate. Reasons given for the directors' reluctance to pursue e-Book PDA include the lack of time and staff, concerns with the wide variety of ways e-Books are accessed, and the resistance of some patrons to e-Books. The authors address these concerns and encourage smaller institutions to consider e-Book PDA.

Keywords: patron-driven acquisitions, e-Books, pda, collection development, patron-initiated collection development, small academic libraries, library directors, Indiana, Academic Libraries of Indiana, ALI

Wouldn't you be interested in significantly expanding the number of books available to your library's patrons and providing these titles 24/7 wherever your faculty or students are, for a very small investment of funds? This is a description of e-Book patron-driven acquisitions (PDA). Many libraries, especially research libraries, have implemented e-Book PDA services. Research articles assessing the results of this acquisitions model are encouraging (Breitbach & Lambert, 2011; Fischer, Wright, Clatanoff, Barton, & Shreeves, 2012; Hodges, Preston, & Hamilton, 2010a, 2010b; Levine-Clark, 2010; Price & McDonald, 2009). E-Book PDA programs are a logical outgrowth of print book PDA programs, which have been well documented as successful in the library literature.

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Unlike print book PDA programs, in which books are only purchased when a patron requests an eligible title through interlibrary loan, e-Book PDA programs only pay for the books when patrons initiate use by clicking on a link in the OPAC. For this reason, e-Book PDA programs do not require a large investment.

There are significant differences between print book and e-Book PDA plans. In a print book PDA program, patrons have already identified the book they want and have submitted the interlibrary loan request to ask the library to obtain it for them, thus making a fairly strong statement that the book is needed. Clicking on a link in an e-Book record in the OPAC may not indicate as significant an interest in a book. It could indicate a casual interest or just a desire to skim the table of contents. E-Book PDA programs are similar to approval plans in that librarians develop a profile to match the library's collection development needs and MARC records for the matching e-Books are loaded into the OPAC. When patrons access one of these e-Books they trigger a rental fee and, at a certain point (typically after 3-5 rentals), they trigger an automatic purchase. Future users do not generate any additional rental fees. Patrons almost always have no idea that their e-Book use is driving purchases; the PDA e-Book records in an OPAC look identical to those for e-Books that the library has already acquired. Indeed there are advantages for both patrons and libraries (De Fino & Lo, 2011). Patrons can easily find and use e-Books over the Internet with their personal computers or e-readers. Libraries can save money, despite offering thousands of potentially relevant e-Book titles, because they do not pay for any of them until patrons use them. However, unlike with print book PDA programs, which by now have been well received, librarians often express concerns about e-Book PDA programs.

Background: Print Book PDA

Buying selected books requested through interlibrary loan, instead of borrowing them, is now a common practice. These programs have been called by various names, but the most accepted term is "patron-driven acquisitions (PDA)." The Purdue University Libraries was an early PDA innovator when we first set aside \$15,000 in 2000 to acquire scholarly non-fiction titles in English that were available for quick delivery from Amazon for less than \$100 each.

When we started this program many librarians, including some of our colleagues and an associate director, had concerns

that the purchases might not fit into our collection development plan. The main concern was that we might acquire popular or non-scholarly books or books on topics outside our collection focus. Other librarians expressed similar concerns (Dahl, 2012). To address these doubts, we conducted an extensive evaluation of the books purchased through PDA two years after the program began. We concluded that the vast majority of these patron-selected books were scholarly and, in many cases, cross-disciplinary books that would have been missed through our subject librarian selector model (Anderson et al., 2002). In 2010 we conducted a 10-year study of the books purchased through the ILL PDA program. This second study confirmed the results of the 2002 evaluation and was expanded to include a circulation analysis, which found that PDA books were more likely to have repeated circulations than were books selected by librarians. Beginning in the early 2000s, many other libraries began similar PDA programs based on ILL requests, and evaluations of these programs also indicated that patrons select high quality, scholarly books that have a high likelihood of being used again by other patrons (Anderson et al., 2010; Bracke, 2010; Nixon & Saunders, 2010; Perdue & Van Fleet, 1999; Tyler, Xu, Melvin, Epp, & Kreps, 2010).

E-Books and E-Book PDA Programs

E-Books have several advantages over print books. The advantages for patrons are that e-Books are available at any time and in any place with Internet access. Users do not need to wait for an e-Book that is checked out since, depending on the publisher's permissions for each title, multiple users are able to read it at the same time. Advantages for libraries are that staff members do not need to check the e-Books out, reshelve them, or even provide shelf space.

E-Book PDA programs also have advantages over traditional acquisitions programs. A library can add tens of thousands of titles to the catalog without purchase cost until a patron clicks on the link to open a book and then makes significant use of it, such as reading for it more than five minutes or downloading a chapter. Employing this acquisitions model avoids the situation of many librarian-purchased books just sitting on the shelves, never circulating. This usage-based purchasing model means that, even though thousands of e-Books can be made instantly available in the OPAC, those that are not used need *never* be purchased.

E-Book PDA programs represent a major shift from librarian-selected collections to ones in which patron use drives part of the collection development decisions. Some librarians see this change as a challenge to their role as subject and collection development experts. The authors wondered how widespread this challenge was felt in the library world. Except for Osorio's survey of Illinois academic librarians (Osorio, 2011), no research has examined whether librarians' perceptions are changing about this newer point-of-need and patron-focused method of collection development. To answer this research question we surveyed the collection development librarians

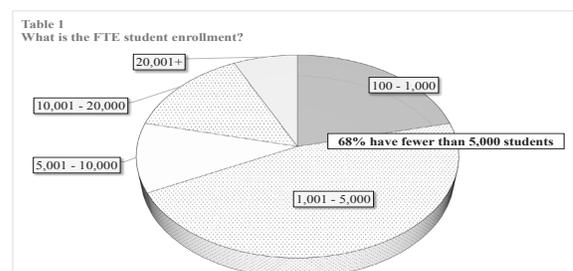
at the eight libraries in the Committee of Institutional Cooperation (CIC) that have active e-Book PDA programs. The basic research question was to determine if librarians in large academic libraries favored e-Book PDA programs and what factors influence their attitudes. Rather than ask the straightforward question of whether they were in favor of or against e-Book PDA programs, we asked two related questions. The first question was whether the librarians feel that patrons would choose high quality books. The second was whether they believe that patron-selected books would have more subsequent circulations than librarian-selected books. In addition to these two questions, we asked about personal e-Book-reading habits and the number of years in the profession. Were librarians who personally read e-Books more likely to embrace e-PDA? Would more recently trained librarians express a more positive attitude about e-PDA? The results of this research will appear in a chapter of *Customer-Based Collection Development: An Overview*, edited by Karl Bridges, published by ALA in 2014.

In summary, we found that librarians at the CIC libraries with e-Book PDA programs are highly supportive of them, feel that patrons can choose appropriate books, and think that these books are likely to recirculate. These attitudes do not appear to be influenced by factors such as personal e-Book reading habits, involvement in the planning of the e-Book PDA program, area of subject responsibility, or percent of time spent on collection management. Since only librarians at large CIC institutions were surveyed, we decided to expand the survey to Indiana academic library directors to see how attitudes of librarians at primarily smaller institutions compared.

Methodology for Surveying Indiana Librarians

The survey of Indiana library directors was a slight variation of the one sent to CIC librarians in that we added a few questions related to size of the library and sources of funding. We used Qualtrics software to develop and distribute the survey. The survey was sent via e-mail in January 2013 to all 73 library directors who are members of the Academic Libraries of Indiana (ALI). We received 28 usable responses for a 38 percent response rate, which was a better response rate than that from the CIC survey. A major goal of the Indiana survey was to ascertain the opinions of librarians at smaller academic institutions. Responses indicate that most of the institutions (68 percent) have fewer than 5,000 students, so that goal was met (see Table 1).

Table 1:



Survey Questions and Basic Findings

After defining e-Book patron driven acquisition as a collection development profile with a vendor, the survey gathered some general demographic information about the institutions and the librarians. Sixty-eight percent (n=22) of the institutions have fewer than 5,000 students, although 57 percent (n=16) offer masters or PhD level degrees; 57 percent (n=16) are privately funded. The library directors are actively involved in collection development; 93 percent (n=26) have collection development responsibilities, 73 percent (n=19) collect in all or several subject areas, and 93 percent (n=26) are knowledgeable about PDA programs. Most, 64 percent (n=18), are also active e-Book readers.

The main survey questions were:

- I think patrons choose the most useful titles for their research.
- I think the titles that one patron uses will be used by other patrons.

All 28 respondents answered the first question. Do these librarians believe that patrons choose the most useful titles? Yes, a strong majority, 82 percent (n=23) agree or strongly agree (see Table 2). This was exactly the same result we found with CIC librarians; 82 percent (n=64). The importance of this question is that if one does not believe that patrons choose useful titles from a large selection, then one would almost certainly prefer an acquisition model that builds a small but highly selective collection. E-Book PDA is the opposite; it offers a large selection of books and relies on the patrons to choose the titles most relevant for their research.

Table 2:

I think patrons choose the most useful titles for their research.

Answer	No. of Responses	%
Strongly Agree	3	11%
Agree	20	71%
Disagree	5	18%
Strongly Disagree	0	0%
Total	28	100%

} 82% agree

Twenty-seven librarians responded to the second question. Do these librarians believe that the titles that one patron uses will be used by other patrons? Eighty-five percent (n=23) agree with this statement (see Table 3). This is a higher percentage than we found with CIC librarians, 79 percent (n=60) of whom agreed with this statement. This is an important question for e-Book PDA programs. Past research on print collections indicates that a small proportion of the collection is heavily used, while the rest of the collection is seldom or never used (Kent, 1979; Trueswell, 1969). If your collection development goal is to make available the titles patrons will want to use, then purchasing titles used by other patrons is logical. On the other hand, if your collection development goal is to build a carefully focused collection, then you would be less likely to support an e-Book PDA program.

Table 3:

Table 3
I think the titles that one patron uses will be used by other patrons.

Answer	No. of Responses	%
Strongly Agree	3	11%
Agree	20	74%
Disagree	4	15%
Strongly Disagree	0	0%
Total	27	100%

} 85% agree

Indiana library directors agree with the two propositions that logically lead to offering an e-Book PDA program; however, most directors, 82 percent (n=23), responded that they do *not* have an e-Book PDA program (see Table 4). And of the five library directors who indicated that they do have PDA programs, three are at institutions with more than 10,000 students, and one is at a smaller institution which, upon further investigation, does not actually have an e-Book PDA program. This leaves only one responding Indiana library with fewer than 10,000 students that has an e-Book PDA program.

Table 4:

Table 4
Do you have an e-book PDA program at your library?

Answer	No. of Responses	%
Yes	5	18%
No	23	82%
Total	28	100%

This result surprised the authors and prompted a deeper look into the comments section of the survey to ascertain why library directors would be overwhelmingly in favor of an e-Book PDA program yet not initiate one. Nine directors provided comments. Lack of time to develop a program was the most common reason given (n=4). Several of the comments reiterated that the directors support the e-Book PDA program concept, but have not had the time or staff to implement one, or they plan to initiate one in the coming year. We had expected that directors might want to retain control or responsibility for acquisitions; but only one director suggested interest in the condition that librarians review the selections for appropriateness to the collection prior to purchase. Another issue is how a single library participating in a shared or union catalog could have an e-Book PDA program without sharing it with the other libraries. The answer to this question may soon be solved by several large consortia that are currently experimenting with consortial e-Book PDA plans.

Two concerns expressed may change as patrons become more familiar with e-Books. The first concern was over the wide variation in how e-Books are handled by publishers. This is certainly an issue with e-Books in general and therefore with

e-Book PDA programs. The variety of ways e-Books are accessed, how many pages can be printed or downloaded, how long a user has access and whether multiple users can simultaneously use the same book are all serious concerns. All of these limitations can lead to frustrations for users and the need for more help from staff. There is no immediate solution to this problem and, therefore, some libraries may want to delay purchasing e-Books. However, as time goes on, this issue will be resolved partly because users will become more familiar with electronic files and publishers will reach some common standards. The second concern was patron resistance to e-Books. We assume that reading devices will improve and this will become less of an issue. However, surveys indicate that librarians perceive that patrons prefer print books. The *Library Journal* report on e-Book usage found that almost half of librarians' belief that "users prefer print" is one of the primary barriers to student and faculty use of e-Books; and this barrier has increased from 47 percent to 50 percent of librarians in two years ("2012 e-Book usage in U.S. Academic libraries: Third annual survey," 2012). However, actual usage studies do not confirm this concern. Comparative studies in libraries that have both print and electronic versions of the same titles show much higher use of the electronic versions. In the largest study to date of PDA of e-Books, Fischer and others at the University of Iowa compared 166 print and e-Book duplicates. "Despite the availability of the titles in print, users were demonstrating their preference for electronic versions." The circulation of the print titles was 100 while the electronic versions had 1,030 user sessions (Fischer et al., 2012). Smyth and Carlin, in their study at the University of Ulster (UK), found that e-Books in the study were used 154 times compared to five uses of the print versions. Yet when users were asked which they would choose "respondents expressed a distinct bias towards print" (Smyth & Carlin, 2012). Paula Kaufman's unpublished research at the University of Illinois at Urbana-Champaign found that PhD students are evenly split with 45 of 114 students preferring print and 45 preferring electronic; 23 had no preference. Of the 15 faculty members in this study, seven preferred electronic while six preferred print; two faculty members had no preference (Kaufman, 2012). These studies in part indicate high use of e-Books while many users express their preference for print. The authors see the question of patron preference for print as an area for future research. Do patrons use e-Books for their convenience, but would rather have a print book? Or do patrons use e-Books as a finding aid, but when they want to read they would prefer the book in print format? Or do they often use e-Books like journals, only reading or printing certain chapters, and so, in fact, they often are satisfied with e-Books?

Conclusions

An important finding in this research was that library directors at Indiana academic libraries are highly supportive of e-Book PDA programs; they feel that patrons can choose appropriate books for their own research, and that these books are likely to circulate. This attitude parallels the attitudes the authors found in a survey of CIC collection development librarians.

So the size of the institution does not appear to influence librarians' attitudes towards e-Book PDA programs, neither does the percent of time librarians spent on collection management activities nor librarians' personal e-Book reading habits. Smaller academic libraries have not started e-Book PDA programs, and the reasons gleaned from the comments at the end of the survey seem to be a lack of staff time, concerns over the wide variety of options offered by publishers, and the librarians' perceptions that patrons prefer print books.

Based on the survey's findings, the authors encourage libraries at smaller institutions to consider an e-Book PDA program. The major time commitment for initiating an e-Book PDA program lies in selecting a vendor, developing a profile, and working through the initial load of e-Book records into the catalog. Guidance on how to set one up is available in Ward's *Guide to Implementing and Managing Patron-Driven Acquisitions*, published by the Association for Library Collections & Technical Services (Ward, 2012).

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Robert S. Freeman has worked at Purdue University since 1997, where he is a reference librarian and liaison to the School of Languages and Cultures and the Department of English. He has an M.A. in German from UNC-Chapel Hill and an MLS from University of Illinois at Urbana-Champaign. Interested in the history of libraries and publishing, he co-edited and contributed to *Libraries to the People: Histories of Outreach* (McFarland, 2003). He recently co-edited a special issue of *Collection Management* (July-December 2010) on PDA with Judith M. Nixon and Suzanne M. Ward.
- Judith M. Nixon** received her B.S. degree in education from Valparaiso University (Ind.) in 1967 and her MLS from the University of Iowa in 1974. She has held appointments as head of three libraries at Purdue University: Consumer & Family Sciences, Management & Economics, and Humanities, Social Science & Education Library. Currently she is the bibliographer and liaison to the College of Education. She has published over 23 articles and seven books. Most recently her research has focused on evaluation of library science journals and patron-driven acquisitions (PDA).
- Suzanne Ward** holds degrees from UCLA, the University of Michigan, and Memphis State University. She has worked at the Purdue University Libraries since 1987 and is currently Head, Collection Management. Professional interests include patron-driven acquisitions (PDA) and print retention issues. She has published two books and over 25 articles on various aspects of librarianship. Her book *Guide to Implementing and Managing Patron-Driven Acquisitions* was published by the American Library Association in 2012.

Librarian Faculty Athletics Representative: Positives and Negatives

By Emmett Lombard

Abstract

NCAA (National Collegiate Athletic Association) affiliate schools are required to designate a tenured faculty member as Faculty Athletics Representative (FAR). Few librarians are ever appointed. This article considers if such appointment is good for institution, library, and/or librarian. Although literature does not specifically address this topic, it is important for several reasons, including library image, higher education integrity, educational leadership, and student well-being.

Skills described in ACRL's (Association of College & Research Libraries) "Status of Academic Librarians" are aligned with FARA's (Faculty Athletic Representative Association) "Statement of the Role of the Faculty Athletics Representative" to help determine compatibility; additionally, three librarian FARs are interviewed.

Keywords: library image, librarian role, college athletics, ACRL Standards, faculty status

Introduction

NCAA affiliate schools are required to designate one tenured faculty member as FAR (Faculty 2012). While no particular department dominates appointments (many different department faculty represented among the more than 1,000 NCAA schools), librarians rarely serve. Of 658 FARs who responded to a FARA survey, five identified themselves as librarians (M. Miranda, NCAA Associate Director of Research, personal communication, August 7, 2012). This paper considers whether or not librarian FAR appointment is good for the school, library, and librarian. To help determine compatibility between librarian skills and FAR duties, ACRL's "Status of Academic Librarians" is aligned with FARA's "Statement of the Role of the Faculty Athletics Representative." Additionally, three librarians (LFAR1, LFAR2, LFAR3) who serve, or have served, share insights and experiences on the matter (LFAR1 currently serves; LFAR2, LFAR3 formerly served).

The topic is important for academic library outreach initiatives, perceptions regarding librarian faculty status, and increasing college athletics scrutiny. Unfortunately, it is limited since so few FARs are librarians and so little work is published on topic.

Literature Review

There are two types of literature related to the topic: academic librarian support of student-athletes and FAR governance.

The librarian literature is mostly student-athlete outreach case

study. Davidson and Peyton collaborated with tutors to help football players meet academic requirements (2007). Forsys, Forsys, and Ford worked with incoming athletes and correlated library use with academic success (2000). Jesudason provided outreach within context of Proposition 48 (1989); shared experiences using library e-mail service for athletes, and importance of working with their academic advisors (2000). O'English and McCord developed "Athletics Resource Center laboratories" to provide library support to athletes in the sports complex (2006). Puffer-Rothenberg and Thomas worked with Challenging Athletes' Minds for Personal Success (CHAMPS) to improve research skills (1999). Ruscella described bibliographic instruction sessions for freshman athletes (1993). Gilbert focused on administrative collaboration between libraries and athletic departments (2000). All record at least some success, along with recommendations for continued outreach and collaboration.

Most FAR literature can be categorized as technical (i.e. NCAA manuals, FARA Handbook) or news (e.g. bulletins, FAR appointment announcements). Along with its handbook, FARA publishes *FARA Voice*, a monthly about FARs in all three NCAA divisions (mostly editorial or news item). The NCAA also accounts for FARs in its policy manuals (e.g. Division II Bylaw 6.1.3, institutional compliance responsibility) and *Champion Magazine* (mostly news item). Aside from FARA and the NCAA, *The Chronicle of Higher Education* sometimes considers FARs. The most prominent example is Wolverton's report on high profile NCAA violations at several universities (2010). He contended FARs are now more scrutinized due to scandal, and suggested ways they and Athletic Departments can improve image. This article prompted letters to the editor from NCAA President Mark Emmert (2010) and FARA President Alan Hauser (2010) protesting that Wolverton made unfair generalizations.

Although informative, the available literature does not address this paper's topic.

FARA Roles and ACRL Skills

FARA Handbook's Appendix C, "Statement of the Role of the Faculty Athletics Representative," states four things FARs must ensure or facilitate: *academic integrity, compliance, student-athlete experience, communication/administration*. Note: there is also a fifth, "Institutional Resources/Compensation," but it is actually university responsibility to FARs rather than FAR role (Faculty 2012).

ACRL's "Status of Academic Librarians" describes ways

librarians contribute at their schools. Six skills can be identified: collection development, resource access, resource instruction, source interpretation, information process, organizational participation (ACRL 2011).

The following sections align ACRL skills with FAR roles to help determine positives and negatives of librarian FAR appointment.

Librarian FAR Positives

FARA states:

“Of all of the major participants in the administration of the intercollegiate athletics program, those who represent the faculty are most likely to be independent of the financial and other pressures that create enormous incentives for competitive success in the revenue-producing sports”

(Faculty, 2012).

It can be argued that librarian faculty are most independent due to separation from and support role to other faculty departments. LFAR1 observes: “Certainly, many librarians are familiar with serving in a liaison capacity. Working within guidelines and expectations to bridge between departmental communications and wary of politics certainly is part of the librarian lifestyle. So that is an advantage.”

According to FARA, to ensure academic integrity FARs should review “admissions profiles of recruited student-athletes vs. all students who are admitted to the institution; courses and academic programs selected by student-athletes; the semester and cumulative records of academic performance of student-athletes and the rates at which they graduate.” Additionally, FARs “...ensure that the institution has in place effective mechanisms for evaluating whether student-athletes have met all of the academic eligibility requirements for practice, financial aid and intercollegiate competition established by the NCAA, the conference (if any) and the institution.” And “The FAR should assume an advisory and reporting role with respect to the academic preparation and performance of student-athletes” (Faculty 2012).

That FAR must be tenured (Faculty 2012) suggests need for scholarship and teaching talent. For ensuring Academic Integrity, though, administrative skills are more useful, such as those described in ACRL’s status statement, particularly information process, organizational participation, source interpretation, and resource instruction. LFAR3 reviewed academic transcripts for every student-athlete (>400) at his school each semester, and had to account for credit hours taken and grade point average (per term and cumulative), against school, conference, and NCAA requirements (all three differed). He applied the same source interpretation and information process skills he used to develop library Website policies and tutorials; it was this sort of skill application that helped the school avoid NCAA violations during tenure. These skills also helped with compliance duties: “rules education and staff training, rules

interpretations...periodic spot-checks of records...major institutional inquiry into violations and...preparation of infractions reports submitted to conference or NCAA” (Faculty 2012).

For the communication/administration role, FARA states “The FAR should play a central role in discussions of matters related to intercollegiate athletics at athletics board or committee meetings and at faculty or institutional senate meetings.” Additionally, “Faculty and other members of the institutional community should have an opportunity to learn about the work of the FAR and to raise relevant questions or concerns with the FAR” (Faculty 2012). NCAA jargon and standards can be overwhelming to those involved in athletics, let alone those not directly involved. Therefore, LFAR3 used organizational participation, resource access and instruction, and source interpretation skills to effectively advise stakeholders, notably the Financial Aid and Admissions Departments, about their NCAA compliance responsibilities.

Librarians are obviously not only faculty capable of developing and using such skills described by ACRL, but unlike other colleagues they must adapt to all subjects and students. For example, a librarian might teach about topic identification to a nursing class one day, then how to locate criminal justice information the next day. Therefore, when dealing with the multiple departments and subjects involved with collegiate athletics, adaptability associated with librarianship becomes useful.

A fifth role, *institutional resources/compensation*, is an administration role rather than FAR. “The CEO must ensure that the FAR and the faculty members who share the responsibilities identified above are allocated the time and institutional resources consistent with their duties” (Faculty 2012). Although FARA/ACRL compatibility is not a concern here, what is noteworthy is how librarians can operate as FARs. FARA lists as resource and compensation examples “clerical staff, release time from teaching or other duties, and additional compensation during the academic or fiscal year.” It is well documented librarians are often without such support, yet effective ones still meet ACRL ideals. Such resiliency well serves FARs, especially at smaller schools.

In addition to working without release time, the librarian schedule itself can be more conducive to FAR roles than traditional faculty flex schedules.

LFAR2:

“I have always believed that being accessible to the student-athletes is of great importance to successfully fulfilling the role of the FAR, particularly as it pertains to student-athlete well being. I was a reference librarian and thus was not only available, but also highly visible to the many student-athletes who used the library. I also had a bit more flexibility in scheduling if needs arose, it was easier to get a colleague to cover a desk shift than it is to get one to

cover a class. Since most librarians are on 12-month contracts I was also available during summer months when a great deal of work gets done in the athletic department, thus I was able to contribute there as well.”

He further contends his schedule provided NCAA participation opportunities:

“I would say that one real benefit of being a librarian came when I became more involved in NCAA activities...I eventually served as Chair of the DIII [NCAA Division III] Management Council which required a great deal of travel, meetings, etc. I don’t think I could have done that with a traditional classroom schedule.”

FAR appointment can also specifically benefit the library. While LFAR2 “...can’t really say there were any particular advantages to the department or the library from being in that role, except perhaps for the benefit of seeing a librarian in a role that is somewhat unexpected,” LFAR3 found his “unexpected” appointment advantageous, especially for outreach. Only well respected faculty are given institutional confidence to assume FAR title. When he earned appointment (several applied), he felt it improved campus perceptions of the library and its personnel (library director agreed; fully supported appointment). Additionally, exposure to broad university governance FAR affords cultivates better understanding of overall institutional administration, valuable for the librarian and, by extension, the entire library.

Librarian FAR Negatives

The FAR’s responsibilities (along with the colleague appointed) must be viewed with respect, or the institution is compromised. FARA states “Senior faculty members are able to provide significant leadership in the governance of athletics programs on their campuses if they are empowered by their CEOs and their faculty governance structures to do so” (Faculty, 2012). The “faculty” part of this scenario surprisingly can be more problematic than “CEO.”

LFAR2 related a FAR conference experience:

“Perhaps the only drawback was occasionally having some attitude thrown my way by other FARs since I wasn’t a traditional classroom instructor (although in my case I did teach throughout my tenure as FAR, both a research methods class and an information policy course through the Political Science dept.). This of course is a well-worn, and fairly tiresome issue in dealing with ‘real’ faculty.”

LFAR3 often received same treatment, not just from other FARs, but colleagues at his own institution. He once was told “You’re not even real faculty!” Challenges can also permeate amongst administrative personnel. LFAR1 stated, “There may be times where it’s challenging to be considered on the

same ‘level’ as other members of the athletics staff. Building relationships are a bit different...it seems.” Although not exclusive to librarians, the unique (and often misunderstood) academic librarian status can exacerbate already awkward situations.

Such awkwardness can also extend to students. Under Compliance, FARA states: “The FAR, together with the athletics administration, should ensure that appropriate standards of student-athlete conduct are established (for both on- and off-campus behavior), clearly communicated and consistently enforced” (Faculty 2012). Since most librarians do not decide grades nor mete career advice, they are not always viewed as authority figures. LFAR3 admitted this was sometimes a challenge when confronting inappropriately behaved students. Another issue can be student-athlete experience role. “The FAR should promote a balance between academics, athletics and the social lives of student-athlete...The FAR should encourage student-athletes to prepare for careers outside (or in some instances, associate with) their experiences as intercollegiate athletes” (Faculty 2012). ACRL’s status statement does not address this role, and unless student-athletes pursue librarianship, librarians are not best suited to provide specific career guidance.

While LFAR3’s library director positively viewed FAR appointment, LFAR1 received negative response: “There may be library administrators who do not see the value of athletics or librarians being involved with any area of sport. I had administrators challenge my research interests in tying much of it to librarianship.”

While a flexible library schedule can be advantage to the institution, it can be disadvantage to librarian. FARs are expected to attend athletic competitions, but athletes seldom compete during business hours; therefore, in addition to long administrative work week, librarian FARs need spend yet more time on campus. If unable, then “student-athlete experience” suffers because many athletes and coaches associate FAR interest with attendance.

Finally, since librarians are academic support faculty, they rely on collaboration with degree conferring colleagues -- FARA work can compromise relationships. Example: LFAR3 had to confront a peer who refused to grant student-athletes alternate test dates due to NCAA sanctioned competition (major compliance violation). He eventually had to appeal to her department chair for resolution; forced to relent, she vowed never to work again with him in any capacity.

Conclusion

To qualify for NCAA FAR, librarians must have faculty status and tenure. Once appointed, LFAR2 stated “I think there are considerable advantages to a librarian as a FAR and very few disadvantages.” However, he warned “to be successful it is critical that you have the support of your colleagues in the library and of the higher administration...Also, develop a clear

position description and have it approved and signed by both the President and the AD.”

LFAR3 agreed, especially regarding position description: to avoid misunderstandings, it is crucial to identify and commit to primary institutional FAR identity. FARA’s five roles are guidelines not rules. FARA has no authority over how schools administer athletic programs, and there are many different opinions regarding the FAR position. Is it more administrative watchdog? Faculty academic advocate? Student adviser? FARs assume these identities and more while working, but it is nearly impossible to equally accommodate them all. Each school needs to determine FAR expectations, develop a clear position description, and be true to it.

Skills described within ACRL’s status statement support the FARA roles. While not suggesting faculty without ALA accredited Master’s degree are incapable, librarian training and experience do provide FAR proclivity. Librarian faculty status is sometimes denigrated due to its more administrative nature; however, since FAR roles are overwhelmingly administrative, institutions that classify librarians as faculty would do well to appoint them. For example, LFAR2’s success as a FAR was recognized with recruitment for a full-time position at NCAA.

More important than theorized skills, though, are individuals: some faculty, librarians included, are simply more comfortable and competent in this role. Just because the ACRL has a “Status of Academic Librarians” statement does not mean all librarians effectively meet its expectations. FARs must be competent professionals, and appreciate student-athletes. According to LFAR1, sports passion also helps: “It always helps to have an interest in the area. In my case I have a second masters in the history of sport, my focus is on women’s intercollegiate sports in the US. In my previous position, I had been a member of an athletic committee focusing on female athlete issues.” In addition to competence, she brings sincerity and compassion to the FAR position.

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Bio:

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"So They Will Know My Wishes"

One Library's Health Info Initiative Became More Than a New Database!

By Scott S. Loman

Abstract

One library's initiative to connect patrons with health information within their libraries and throughout their communities. Working with health care providers and hospitals to encourage end of life discussions, completion of state-approved advance directives, and evidence-based health information resources and services.

Since 1911, Johnson County Public Library (JCPL) of Indiana has been improving the quality of life of its citizens. It is our mission to provide courteous, knowledgeable, and efficient services and access to a broad diversity of information through resources and programs. JCPL serves a population of 145,000 with four branches and a Library Services Center, which is home to our administrative services and the Adult Learning Center.

Our knowledgeable reference librarians are always available to assist and guide our patrons to the best resources in a variety of formats. Whether inside our branches or at home, work or on the road - our resources are easily accessible.

Libraries work to ensure the information available to patrons is current, reliable, and credible. This is especially important with medical and health-related issues, which sometimes can be daunting and confusing. Once a diagnosis is received, most individuals turn immediately to the Internet and the library to learn more about their health. The sheer volume of health information can be overwhelming. Because not everything you find on the Internet is reliable, the library is there to help direct patrons to credible sources. Our online databases and reference resources are state-of-the-art. With just a click, our patrons can tap into the world's medical literature.

Our four branches regularly offer health-focused classes such as: Autism, First Aid, CPR, Heart Disease Awareness, Diabetes, Crisis Intervention, and Cancer Screening. In early 2013, Johnson County Public Library offered a new class entitled, *Charlatans, Leeches, and Old Wives: Healthy Searching for Health Information*. Our goal was to encourage a degree of health information skepticism within our patrons. We discussed the importance of considering the source and scrutinizing the science, explored the National Library of Medicine's *MedlinePlus*, introduced our databases and how to navigate them, and encouraged them to utilize *Book a Librarian*, whereby an individual could meet with a librarian and explore a specific health topic. These classes were well received.

But more was in store for 2013. The Affordable Care Act (ACA) provided us with the opportunity to reach out and develop partnerships with health professionals and community agencies within Johnson County. WindRose Health Network, a community health center that provides healthcare services to low-income, medically underserved and vulnerable residents, asked if we would be interested in hosting health insurance workshops. Their service area extends to all four corners of our county and compliments the areas our branches serve. Together we began providing classes addressing the myriad concerns and challenges of the Affordable Care Act. *Indiana Health Insurance 101* was offered at each of our four branches and individuals had the opportunity to meet with qualified navigators to learn more about their health insurance options.

Another health-related issue that rose to our attention was the subject of end-of-life decisions. One of our reference librarians met with the local hospital librarian and decided to address this issue. All patients, upon admission to Johnson Memorial Hospital, are asked if they have a living will or advance directive. Most patients are unfamiliar with these documents and questioned why they were being asked at that time. Addressing these issues before entering the hospital might bring more comfort and support to all concerned. JCPL and Johnson Memorial Hospital decided to help families and concerned individuals work through these difficult and challenging issues. A proposal to host a county-wide forum in our branches, focusing on end-of-life issues - clinical, emotional, spiritual, practical, and informational - was submitted and approved, with generous financial support by the Johnson Memorial Hospital Foundation. Our joint venture, *So They Will Know My Wishes*, became a reality. Our library hosted a panel that included an RN/ethicist, clinical social worker, chaplain, the hospital's librarian, and one of our librarians. What kind of medical care would you want if you were too ill to express your wishes? State-approved advance directives were presented and detailed as to what would and would not be provided, and how those wishes would be protected. Each person in attendance received a bibliography of library resources and an Advance Directives wallet card, in which they can better share their healthcare decisions and emergency contact information.

While preparing for our panel discussion, we discovered that April 16th was National Healthcare Decisions Day (NHDD.org). This non-profit organization exists to inspire and empower the public and providers about the importance of advance care planning. They also encourage patients to express their

wishes regarding healthcare and for providers and facilities to respect those wishes, whatever they may be.

Their outstanding resources and mission complimented our programming goals, so we became a supporting member of their organization and as of March 2015, JCPL is one of three public libraries in the nation to do so. Now, every April 16th, one of our branches will host a panel discussion, *So They Will Know My Wishes*, an ongoing commitment of JCPL and the Johnson Memorial Hospital and Foundation to our community.

In listening to those attending the program, we realized that one of the biggest challenges was how to facilitate end-of-life conversations. How do families and loved ones even begin that conversation? In our research, we discovered *The Conversation Project* (<http://theconversationproject.org>). Begun in 2010, this group of concerned media, clergy, and medical professionals gathered to share stories of “good deaths” and “bad deaths” within their own circle of loved ones. Their *Conversation Starter Kit* was just what we were hoping to find and it is now included in our health program packets.

We also discovered card games that provided another conversation opportunity: The *Go Wish Game* (<http://www.gowish.org/>) and *My Gift of Grace* (<http://mygiftofgrace.com>). These games provide a structured conversation about living and dying and are easily adaptable to any situation. These card games are now available at all of our reference desks.

Additionally, we created Health Connect @ JCPL on our Website, www.pageafterpage.org. With one click our patrons can find:

- [Online Library Health Resources](#)
- [Reliable Health Information Websites](#)
- [Making Healthcare Decisions](#)

Within *Making Healthcare Decisions*, our patrons will find all the resources from our *So They Will Know My Wishes* programs and a bibliography of recommended books and videos in our collections.

As we look forward, we are discussing the possibility of enhancing our joint ventures with health-care providers in Johnson County by offering a *Health Information Prescription*. This prescription would direct patients to the library and to *Health Connect @ JCPL*. Our knowledgeable librarians are always available to assist those who are learning more about their specific health-related concerns. Of course, all resources are provided for general informational purposes only and are not intended as a substitute for the advice or treatment of a doctor or other licensed medical professional. Library staff and materials cannot be used to provide medical diagnoses or treatment advice.

The universal need for health information on the part of our patrons provides JCPL the opportunity to establish new

relationships and enhance established relationships. At a time when so many library resources and services are digitized and accessible without patrons ever entering our physical libraries, the provision of health information provides a blend of both the old and new. Our programs such as *So They Will Know My Wishes* and *Charlatans, Leeches, and Old Wives*, provide the patron the opportunity to receive face-to-face interaction where librarians listen, guide, and offer reliable health information. *Health Connect @ JCPL* links our patrons to the digital world of current, evidence-based health information. Together programs and digital content allow libraries to enhance the lives of their residents by providing a broad diversity of information to our patrons. With such a foundation, Johnson County Public Library is eager to learn and change along with the advances of technology.

Bio:



Scott received his MLS from Indiana University in 1973. He then became a children’s librarian at IMCPL from 1973-1980, then a medical librarian at St. John’s Hospital in Anderson until 2013. He has been an adult librarian at the

Trafalgar Branch of Johnson County Public Library since 2013. He plans to retire at the end of 2015. His proudest professional moments include Chair of St. John’s Ethics Advisory Committee for 12 years, Member of Oncology Clinical Rounds Team, and creator of Kevin’s Korner, a cancer patient/caregiver library in Madison County. He now resides in Bloomington, Ind.

Teens in the Book in Indiana

By Edith A. Campbell

Abstract

Teens have been present in Indiana literature since the early twentieth century and they have continued to be present throughout the history of young adult literature in the state. Local publishers have helped maintain this presence. It's important for librarians and educators to be aware of books written by local authors because reading books written by local authors and set in familiar locations makes stories more accessible to young people. Teachers and librarians can more easily bring local writers into the classroom and this is important in exciting young students about reading and writing.

Keywords: Indiana teens in literature, Indiana young adult literature, geography in literature, local authors, Indiana young adult authors

Introduction

Young adult books are contemporary art pieces that offer students the opportunity to relate aesthetically, intellectually and emotionally to places. In that relationship, the teen reader often finds a sense of self. We could talk about books that come from a particular location in ethereal terms, describing the sense of place they create and the identity they form. We could certainly wax eloquently on the poetics of place that take us home. After all, isn't the feeling of home the ultimate place in literature, whether it be that house, that apartment or that town where we grew up? Setting is powerful in stories as it adds another layer of meaning to which a reader can identify.

Part of that setting is the city or town, the local place of adventure. From this place derives a local identity that ultimately contributes to the overall identity of what it is to be a Midwesterner or even to be an American. After all, there is no single American, no single American story. America is as diverse in its geography as it is in its people.

Diversity is a nuanced term. While it seeks inclusion, it does not address the need for equity and social justice. "Diversity" simply seeks recognition for all of our individual differences. This can include ethnicity, body size, physical limitations, hair color and handedness. While the list can begin to sound trite, these differences can provide unique ways to bring readers to books. Teens tend to enjoy reading books in which they find pieces of themselves and can somehow relate.

And, while some read to find themselves, others teens read to escape. Each of these dual purposes emphasizes the importance of location in literature. Stories validate our life experience. While we usually consider diverse books as those that address gender identity or religion, we can also consider books

that address geographic location. Books with a literary sense of place can provide a sense of escape for the reading visitor, but for the local inhabitant, they can not only find themselves, but they can more readily relate to the story (Bedford, 2007).

Authors use many tools to bring readers to a specific location, such as

- dialect and slang expressions.
- buildings, streets and landmarks.
- eating foods in the ways of local teens (e.g., mixing together all available juices and sodas and calling it a Hurricane).
- annual fairs, festivals and other events.
- geography, climate, history and political issues.
- jobs, pastimes, hobbies and hangouts unique to the location (Bedford, 2007).

Readers are quick to realize that most teen books are set in New York. The fact that most authors live there and most publishers are located there can't help but influence this fact. Unfortunately, this in many ways marginalizes teens from so many stories because they don't recognize the landmarks, don't negotiate space in the same way and don't have the same mix of daily interactions.

But, bring a teen Hoosier reader to a book where they may find someone traveling on State Road 63, listening to Bob and Tom, attending Black Expo or exploring at Dunes State Park. Then, where they are and who they are becomes relevant.

Indiana was first relevant to young adult literature when it became the setting for *The Girl of the Limberlost* (Stratton-Porter, 1909) and again with *God Bless You, Mr. Rosewater* (Vonnegut, 1965). The latter title is actually referenced in the name of the state's high school book award, the Eliot Rosewater Award (Blank, 2012). More classic YA fiction set in Indiana includes the following: (Gillis, 1990).

Burnet, Mary Quick. (1921) *Art and Artists of Indiana*. Century, New York.

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The state is set more contemporarily in *Running Out of Time* (Haddix, 1996), *Teen Idol* (Cabot, 2004), *The Fault in Our Stars* (Green, 2012), *Next* (Kevin Waltman, 2013) and *How Lamar's Bad Prank Won a Bubba-Sized Trophy* (Allen, 2011).

Publishing company Bobbs-Merrill put Indiana on the literary map. With regards to children's fiction, its publication of the *Childhood of Famous Americans* series was among the first to gain attention for children's biographies. The series highlighted patriots such as Brigham Young, Thomas Jefferson, Molly Pitcher, Sequoyah, Lou Gerhig, Robert Frost and John Lewis. In 1965, Bobbs-Merrill published *Crispus Attucks, Boy of Valor* by local author Dharathula H. "Dolly" Millender. They also approached the Terre Haute native to write about Martin Luther King, Jr, and Louis Armstrong. A former teacher and school librarian, Millender, currently lives in Fort Wayne and is 94 years old (Visclosky 2010).

Books began being classified as 'young adult' in 1973, just 10 years before Bobbs-Merrell ceased to exist (O'Bar 1985). While many titles published by Bobbs-Merrill had teen appeal, there wasn't a strong effort to publish and market this genre for most of the company's lifetime.

While many other publishers have flourished in Indiana, three stand out in the young adult market. Luminis Books is headed by Tracy Richardson and located in Carmel, IN. This young company began in 2008 and its authors are achieving national recognition through awards lists such as Laurie Gray's *Maybe I Will* appearing as a finalist on the 2014 YALSA Teen's Top Ten list. Richardson is a Hoosier native who spends much time exploring Indiana for settings in her books. She wrote and published *Indian Summer* (2010) and *The Field* (2013).

Tanglewood Press, located in Terre Haute, was founded by Peggy Tierney in 2003. *Ashfall*, a book of which Peggy is quite proud, was written by Mike Mullin, the only Indiana author she publishes. Mike originally wanted to set his dystopian series (*Ashfall*; *Ashwinter*; *Sunrise*) in Indiana, but it was just too far away from the supervolcano in Yellowstone National Park to be accurate. His next book is planned to take place in Indiana.

Lacewing Books, an imprint of Engine Books, is a small boutique press focused on realistic fiction. Lacewing in headquartered in Indianapolis and publishes two books each year. Heidi Faith and Andrew Scott, a husband and wife team, developed Lacewing in 2011. Their most recent release, *Looking for Jack Kerouac* (2014) was written by Hoosier native, Barbara Shoup. She is an award winning fiction and nonfiction author. *Looking for Jack Kerouac* received a starred review from *Publishers Weekly*.
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As important as books set and published in Indiana are to maintaining local teen's interest in reading, so too is a collection of local teen authors. Not only are these the people who write about Sullivan, Avon, Hammond, Portage, New Albany and Angola but these are the people who visit the schools and libraries in Westfield, Warsaw, Pittsboro, Vevay and Evansville. Access to local writers is extremely important in encouraging reading and writing! Bringing in Sharon Biggs Waller, author of *A Mad, Wicked Folly* (2014) tells students that someone right there in Chesterton can be a successful writer. Waller can confidently talk to the students about why reading and writing matters. She can also talk about the hard work necessary to become successful while describing her dedication to her craft. Local writers are also much more affordable speakers for libraries and schools who are stretching limited budgets to promote a lifelong love of reading.

Many of Indiana's young adult authors can be found on the Website *Indiana Children's and Authors and Illustrators* as well as in the print book *Indiana Books by Indiana Authors* (1990). While quite thorough in their offering, the lists are a bit dated. Many more writers continue to contribute to the state's literary legacy.

Janet Oke, a Canadian by birth, writes contemporary YA Christian fiction and lived in Indiana for a very short while. Ashley Hope Perez completed her forthcoming book, *Out of Darkness* (2015) while living in Bloomington. Phyllis Reynolds Naylor was born in Anderson and lived for a little while in Muncie. Kathlyn Gay, author of over 100 nonfiction books, spent about thirty-six years in Elkhart, Indiana. Kekla Magoon grew up in Fort Wayne and still visits her family there. Her book, *The Rock and the River* (2009) has won numerous awards including the 2010 Coretta Scott King-John Steptoe Award, 2010 NAACP Image Award as well as appearing on the Eliot Rosewater list.

Margaret McMullan is the National Author Winner of the Eugene and Marilyn Glick Indiana Authors Award 2011. An Evansville native, she is the author of six award winning books. Kay Cassidy, author of *The Cinderella Society* series, lives in Egmont. Cassidy is also founder of The Great Scavenger Hunt Contest, a nationwide summer reading program for middle grade and teen readers (Blank 2012).

Elsa Martson, author of over two dozen children's and young adult books about the Middle East and North Africa, lives in Bloomington. Her most recent book, *The Compassionate Warrior: Abd El-Kader of Algeria* is a co-winner of the Middle East Book Award for Best Youth Nonfiction awarded by the Middle East Outreach Council.

Mary Lou Carney has written over 20 inspirational books for young adults and established three national magazines. A resident of Chesterton, she is currently a senior editor with *Guidepost* magazine.

Certainly there are others who have written or are writing in and about Indiana and their work will continue to inspire a new generation of Hoosier readers and writers. Building a culture of readers begins when we can offer books where readers can find themselves. The art of the book, the heart of the book, is the place in the book.

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Bio:



Edith Campbell is a mother, librarian, educator and quilter. She promotes literacy in its many forms to teens and she does this through her blog, CrazyQuiltEdi at <http://campbele.wordpress.com> and in her work as an Education Librarian at Indiana State University in Terre Haute, Ind. Edith currently serves as the Indiana State Ambassador for the U.S. Board on Books for Young People and on the WNDB Walter Award Committee. She is a past member of YALSA's Best Fiction for Young Adults selection committee and the CYBILS Nonfiction Awards committee. Her research interests include geography in young adult literature, critical information literacy and critical literacy within young adult literature.

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