INDIANA

LIBRARIES

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Journal of the Indiana Library Federation & the Indiana State Library

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FROM THE EDITOR'S DESKTOP

by Jennifer Burek Pierce
Editor, Indiana Libraries

This issue of *Indiana Libraries* marks a transition: Emily Okada, who has served as Editor since 2000, has stepped aside and facilitated my role as the new Editor of *Indiana Libraries*. I use the phrase "stepped aside" purposefully: Emily has not left *Indiana Libraries* entirely but instead now offers her experience and advice in the capacity of Associate Editor. The working relationship we have developed led to the thematic focus on partnerships for this general issue.

One simple denotation of partnership is this: "A relationship of individuals or groups marked by mutual cooperation and responsibility." The realities of working with partners are more complex, challenging, and nuanced than such a simple definition might suggest. The articles presented here represent different ways that Indiana librarians put this concept into practice. Librarians, administrators, faculty, and library school students describe the ways partnerships benefit both libraries and the communities they serve.

Anthony Stamatoplos and Robert Mackoy have spent five years studying use of the University Library on the Indiana University Purdue University Indianapolis campus; they explain some of the benefits of collaborative research. Another dimension of evaluating university library services is offered by Gwen Lee-Thomas and John M. Robson of the Rose-Hulman Institute of Technology.

The history and programs of the Indianapolis Foundation Library Partners are the focus of an article by Connie Champlin, Carole Gall, and David W. Lewis. Jean Preer also discusses an inter-organizational partnership which resulted in a symposium on philanthropy and libraries. Excerpts from the symposium are also included, transcribed by Janice Gustaferro.

Service to Spanish-speaking community members is an aspect of library outreach where partnerships and external resources are important; an overview of literature and services for Spanish-language library users is provided by Cindy Rider, Katie Ardelean, Karyn Milikan, and Sarah J. Smith. Public library partnerships

in Indiana are also described in an article by Linda Yoder on library consortium management of library technology, and in another by Linda Bruns and Melody Gault on community involvement with a Carnegie library restoration.

Over time, the Indiana State Library has developed a number of relationships with organizations. Andrea Bean Hough and Martha Roblee describe the ways partnerships have become an integral part of state library functions.

The combined efforts of the IU School of Library and Information Science and the Undergraduate Library on the Bloomington campus in educating future reference professionals are discussed by Debora Shaw and Emily Okada.

Finally, the issue concludes with a new feature in *Indiana Libraries*: two columns, one focused on management issues by Carolyn Wiethoff of IU's Kelley School of Business, and the other an annotated bibliography on partnerships by Walden University librarian Rita Barsun.

These remarks would be incomplete without acknowledging not only the efforts of these writers but also those of Melissa Groveman, whose duties as graduate assistant have grown to include support for *Indiana Libraries*. Thanks also to managing editor Crissy Gallion for her efforts and attention to detail.

It is my hope that these articles provide food for thought and discussion in your library and that they encourage you to think about how *Indiana Libraries* can serve your needs for information about the profession. This journal should reflect partnerships not only as a thematic focus or in the workings of the editorial staff but also in its service to its readers. I hope to hear from you about your interests in library and information services, both as readers and as potential contributors.

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COLLABORATION IN LIBRARY RESEARCH

by Anthony Stamatoplos
&
Robert Mackoy

Collaboration provides many opportunities and benefits to partners in library research, as well as to the library profession and literature. Through the application of diverse but complementary perspectives and skills, each partner plays an important role and makes a unique contribution to the whole enterprise. Research collaboration is a relationship and a process in which two or more persons work together to produce new knowledge. Ideally, each party contributes in various unique ways to the endeavor.

There are different levels of research collaboration; here we discuss the most basic level, collaboration between individual researchers. Ours is an example of interdisciplinary research collaboration, using a team composed of an academic librarian and a marketing professor. Our collaboration also uses an "insider/outsider" approach to research at a particular institution. This collaboration began with one bibliographic instruction project, and has continued with a much larger on-going assessment of library services. We first collaborated on a project that used survey methodology to evaluate library instruction in several sections of a college composition course. The study examined changes in student expectations of library services following library instruction, and how those expectations related to overall satisfaction with the library. We co-authored a journal article based on that project.[1] Subsequently, we began our second collaborative project, which was a general assessment of library use and user satisfaction of the IUPUI University Library. That project provided a baseline of data, and began an annual assessment that has continued for five years. Through that project, we have learned who uses the library, how they use it, and their level of satisfaction.[2] Our purpose here is to discuss the collaborative process which grew from this research.

INITIATING COLLABORATION

Beginning any research project involves certain key steps, and the impact of collaboration is evident even in these early stages. For example, research questions should be formulated and grounded in the theoretical frameworks and practices of a discipline. In interdisciplinary collaborative research, we have found that the potential domain of relevant frameworks and practices is significantly broadened. In addition, appropriate goals, objectives, and investigative methods must be considered, as well as various practical aspects of the work. Again, in collaborative efforts, the perspectives and methods of multiple disciplines can be considered, thereby adding a richness often absent from single discipline efforts. In all collaborative efforts, the work and relationship of the researchers must always promote the goals and needs of the research itself, that is, the project should always be the primary consideration.

Collaboration between individual researchers commonly arises, as with our case, out of an informal relationship between persons within an existing intellectual network. Casual and informal communication, e.g., seeking advice or assistance, may lead to a more formal relationship, as in our case. Over time, we formulated goals and questions grounded primarily in our respective disciplines, but which still addressed the primary research objectives.

The librarian had originated basic research questions related to evaluation of library instruction at his institution, with objectives of identifying and measuring user perceptions of the library and evaluating user skills. A basic question was, "Does library instruction affect student users' perceptions of the library and their own skills using it?" This researcher had already discovered relevant research and theory in service marketing literature, which he wished to apply to research in an academic library setting. He had developed a research design and questionnaire, using pre- and post-measures, and anticipated what in retrospect would be simple statistical analysis, and descriptive presentation of the findings. Though the basic research question may have been unique, generally the design, analysis, and presentation of findings would be fairly typical of library science studies. The research plan had been submitted for institutional review and approved.

Though the project was apparently ready to begin, the librarian researcher sought feedback and advice from a few colleagues, one of whom wisely suggested

asking a marketing research expert to review the study's methodology. Drawing upon his existing network of colleagues, the librarian contacted a marketing professor, who introduced him to another colleague, an expert in the field, with whom he eventually formed a collaborative research relationship. Discussions of question design progressed to a general discussion of methodology and data analysis. The potential value of the marketing professor's perspectives, experience, and insight became apparent immediately. With this fresh input, the research began to evolve, increasing in scope and complexity. What initially was a perfunctory consultation quickly developed into a more formal and involved collaboration, which has persisted beyond the original project.

Our next collaborative research project grew out of the first. We were asked to conduct a basic overall assessment of library service at the IUPUI University Library. Because of the emphasis on customer service assessment and the necessity of more complex data analysis, the marketing professor took the lead this time. As there was already a collaborative relationship, identifying skills and negotiating roles was relatively straightforward. Once again the difference in perspectives was immediately apparent and contributed to a stronger research effort. For example, the librarian understood specific issues facing his library such as the need to provide high quality services to an extremely diverse group of library users (including traditional and non-traditional students, faculty from a variety of disciplines, staff, and community members). The marketing professor perceived this issue as a fairly typical challenge of providing a set of services to multiple unique segments of service consumers.

THE NATURE OF THE COLLABORATIVE RELATIONSHIP IN RESEARCH

Inherent in research collaboration are interaction and communication. As with any team endeavor, each member brings a set of unique skills and perspectives. Early in the relationship, we began to identify these. In our case, for example, there were different disciplinary perspectives and research experiences. The librarian approached research from an anthropological orientation because of his academic background. The professor had extensive experience in marketing research, was skilled in statistical analysis, and was knowledgeable of relevant theory. As we discovered our unique and complementary skills and perspectives, we negotiated our roles in the project. A key aspect is the synthetic quality of the work.

Our collaboration has been based on identifying needs, and then identifying which partner could best contribute, whether because of particular knowledge, skills, interest, or practical considerations such as schedules, location, and contacts. Workload and

division of labor also were distributed using similar considerations. Some things simply came naturally, without any deliberation. For example, it was natural that the librarian undertook much of the on-site administrative work, and scheduling and management of data collection. Likewise, it was natural that the analytical expert managed the statistical work and presentation of findings. Both partners brought ideas to the table. In the beginning, the librarian posed questions, and the professor suggested methods of data collection and analysis. In turn, the professor presented results and questions, and the librarian suggested explanations. In time, each partner learned from the other. We believe the results were much more rich and relevant than they would have been absent our collaboration.

Throughout the course of the projects, we took advantage of our positions and the perspectives and opportunities they afforded. The complementary nature of our roles strengthened the collaboration. One set of complementary roles was along the dimension of what might be called "insider/outsider" roles. Others have addressed the benefits of insider/outsider roles in research. For example, Bartunek and Louis characterize such work as follows:

A research effort constitutes an example of I/O teamwork to the extent that

1. a research team is responsible for the study;

2. the research team is composed of people who differ in their physical and psychological connectedness to the research setting and focal questions being examined;

3. insider members of the research team contribute beyond serving merely as sources of data—they work jointly with the outside researcher in designing the research, collection, and analysis of data; interpreting results; and crafting the story presented about the setting; and

4. insider and outsider members of the team share authority for decisions about the story told about the phenomena/setting under study.[3]

The "insider" partner, the librarian, brought an understanding of the library profession, its needs and perspectives, and familiarity with library science research and literature. He brought an understanding of library staff culture, values, and concerns. He brought an understanding of the conventions of library instruction and its evaluation. The insider had existing contacts and status in the university, as well as a more natural acceptance and credibility among peers in the library. His position enabled him to analyze findings and suggest explanations in the context of library science theory and practice.

On the other hand, the "outsider" partner brought fresh perspectives and played complementary roles. For example, his objective point-of-view complemented the insider view. He could see things in much wider contexts, sometimes which were unfamiliar to the insider. He also brought a variety of experience from analogous research fields and service settings. For example, he was familiar with the theory of satisfaction formation, which indicated that satisfaction was largely the result of the *relationship* between one's expectations and one's perception of performance. That is, patron satisfaction with a library could increase because of improving library performance or because of lowering unrealistically high expectations. One focus of the library instruction project mentioned earlier was to determine the effects of explicitly managing student expectations in addition to teaching traditional library skills. Without this perspective, the research would not have been grounded in theory.

The outsider partner often made observations that the insider might miss or take for granted. These and other factors presented opportunities for analysis and explanations that would not exist with insider researchers alone. One valuable aspect of the outsider position was the perceived and sometimes real naiveté of that person's viewpoint. He was permitted to question commonly accepted assumptions and practice. Because he was an outsider, he could credibly demonstrate incomplete understanding of numerous issues, and thus was permitted to ask questions that an insider wouldn't. In essence, he was excused for asking "dumb questions," and could elicit better insider information. We found that people would explain things to a naïve outsider in different ways than they might to an insider. Insiders were more forgiving of the outsider. We used this to our advantage throughout the project, from the early design stages all the way through interpretation of results.

BENEFITS OF RESEARCH COLLABORATION

There are multiple benefits of research collaboration; we have identified several that closely parallel and elaborate on those discussed by others.[4] Generally, researchers can accomplish more in a given period of time. Researchers can more effectively use their respective abilities and thus more effectively carry out the research. Collaboration allows for more flexibility in the workflow, so no one has to do it all. Partners share the workload and work where they are most capable and effective.

Research collaboration presents opportunities to compensate for one's deficiencies in knowledge, skills and experience. As the partners bring complementary strengths, they broaden the range of skills available in the research and develop a symbiotic and reciprocal relationship. Through collaboration with researchers outside the library profession there is an opportunity to address weaknesses in the quality of our research and theory, while maintaining the values of our unique perspectives as librarians and information professionals.

On another practical note, librarians have a valuable but often-overlooked resource: data. We've found that our colleagues in social science, education, and/or business departments are developing and testing theory which is applicable to libraries, their users, and even their employees. Creative collaborators can often identify numerous projects of potential value to all parties.

By using collaboration, librarians can make the most effective use of methods and perspectives from different fields. They are able to conduct research that involves more sophisticated methodologies and analytical techniques. Rather than trying to borrow methodologies and theory from other fields, without adequate understanding of the conceptual frameworks to do quality research and apply the results, librarians can enhance their research using the experience and expertise of people from other fields. Outside perspectives can provide objectivity and breadth of understanding. Through collaboration, researchers learn new ways to approach a problem, which enhances their understanding. This allows for a cross-fertilization of ideas, which ultimately benefits the profession.

Research collaboration is an intellectually stimulating process. It can play a role in the researchers' professional development and extend their network. Through it they enhance their own skills and knowledge, and gain new perspectives and insights. Research partners teach and learn throughout the collaboration. They sometimes learn more about their own fields as they teach others. They learn other ways to approach problems and can open their eyes to new methods or new applications of them.

Finally, we have found that interdisciplinary collaboration gives broader context to research and practice, opening up new opportunities for publishing and presenting. Researchers and practitioners find other audiences for what they do, and this initially unfamiliar audience can challenge one's assumptions and methods. Through collaboration researchers can move away from in-bred research and literature and find other or wider meanings in what they do.

NOTES

1. Anthony Stamatoplos and Robert Mackoy, "Effects of Library Instruction on University Students' Satisfaction with the Library: A Longitudinal Study," College & Research Libraries 59 (July 1998): 323-34.

2. Anthony Stamatoplos and Robert Mackoy, Assessment of User Response to the IUPUI University Library: 1999-2003 Studies (University Library, Indiana University Purdue University Indianapolis, 2003).

3. Jean M. Bartunek and Meryl R. Louis, Insider/Outsider Team Research (Thousand Oaks, Calif.: Sage Publications, 1996): 20-21.

4. See, for example, J. Sylvan Katz and Ben R. Martin, "What is Research Collaboration?," Research Policy 26 (Mar. 1997): 1-18.

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THE QUESTIONS OF ACADEMIC
LIBRARY ASSESMENT

by Gwen Lee-Thomas and John Robson
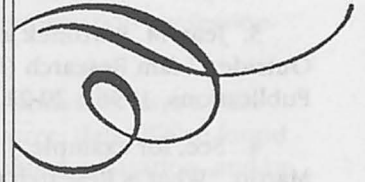
he economic forces that affect colleges and universities – declining public tax support, increasing demand for market sensitivity, budget freezes, and a host of other factors – have shaped a need to know. Board members, administrators, and faculty need to know if all available resources are being used effectively to support the academic mission. Alumni and citizens ask, "Are the resources being used effectively, actually making a difference in improving the skills of students and assisting them in grasping the intellectual complexity of the environment in which they live and work?"

Academic libraries are also called upon to examine how resources are deployed in support of the academic mission. Traditional activities, for example the preservation of older paper texts, have to be evaluated in light of the mission and strained budget. New activities, for instance the digitization and redistribution of research data, also must bear the same critical examination. What will be the return on the investment in advancing the institutional mission?

Librarians in decades past often used quantitative data. How many users came through the door? How many substantive reference questions were fielded? How many journals were held? These quantified measures of information support – while still useful, often as benchmarks against schools with similar characteristics and mission – are now chiefly important when used as a part of meaningful qualitative assessment.

The strategies for qualitative assessment, however, often bewilder librarians, faculty, and administrators alike. Creating and deploying survey instruments and then analyzing the data are specialized tasks. Will the data and analysis have value across time and will they have value when used to benchmark against other colleges? The investment is so considerable that librarians, particularly those at smaller institutions, struggle to understand the questions and planning underpinning assessment.

Programs like LibQUAL+™ sponsored by the Statistics and Measurement Committee of the Associa-

tion of Research Libraries, only date back to the fall of 1999. The commitment by libraries, again particularly the smaller ones, to participate in LibQUAL is often hard to secure, both for financial and administrative reasons. Still, the need for good assessment is, if anything, greater for the small college library to ensure careful deployment of resources.

ROSE-HULMAN EXPERIENCE

The Rose-Hulman library is a small operation. The library has a staff of four and two FTE student workers supporting a population of 1800 FTE students. The collection of 70,000 volumes has made a major expansion electronically, primarily in engineering and science journals and documents. With limited resources – staff and materials – the library staff strongly felt the need to understand the patterns of information use – print and electronic – and to measure the gaps in services, collections, and facilities.

A survey was made of library literature and of the Web to understand better the requirements of useful assessment and to examine the survey experience and instruments of other similar colleges. Some major works, to name a few, were prepared by Peter Hernon and Roswitha Poll. There are many more guides to evaluating collection quality.

In the end, we felt that we knew better what we wanted to know but were challenged by the scope of quality assessment for a small staff. Thus, we sought the advice of the Director of Assessment at Rose-Hulman, Gwen Lee-Thomas. Our perception was that her office—within Institutional Research, Planning and Assessment—had a reputation of being chiefly focused on academic departments and helping them prepare for the accreditation process. She was very open in assisting the library staff in tackling meaningful library assessment as a part of overall campus evaluation. The foundation process that she led us through – the five questions that had to be answered upfront – was both challenging and rewarding.

THE ASSESSMENT

Whenever anyone is interested in knowing whether or not something is working, it is important to begin

with basic information on the current status of the program, project, services, or situation. Although basic information can inform, a set of strategically designed and specifically focused questions can provide "answers" that give insight into whether or not there should be changes or improvements. Since there are numerous ways to gather information, it becomes vitally important that there is an understanding on how to frame the question(s)—hence, the help of and partnership with an assessment office.

Assessment is the gathering of meaningful or purposeful data that will provide information that informs, improves or confirms. Although many practitioners use assessment and evaluation interchangeably, the assessment office at Rose-Hulman Institute of Technology has elected to keep these two fluid terms separate. Evaluation, at Rose, is the assigning of merit, value or worth to the findings. Therefore, our office specializes in helping others think through what they really want to know and, therefore, help them gather "useful" data (assessment) so that they can then decide the value of the information for decision-making (evaluation). For instance, survey results might reveal that 60% of a group of students indicated that they were satisfied with the services at the reference desk of the library (assessment). What the librarians would have to decide is whether or not this 60% satisfaction rate is acceptable or unacceptable. If unacceptable, then what else might be done to improve the 60% to, say 90% (evaluation)?

Before moving into the design of assessments, it is important to recognize any underlying concern with conducting assessment. If there are apprehensions among those who will need to use the information, these apprehensions must be eased before a useful assessment process can commence. If there are apprehensions, potential respondents may verbally advocate against the assessment project to others, withhold pertinent information that might be very helpful to the type of data gathered or the process itself, or provide biased information because of a basic distrust of the assessment process or distrust of how the information will be used. These apprehensions can be rooted in fear that the results will be used punitively, concern that those conducting the assessments will not be as knowledgeable of how the services are provided, or even concern that the results will not be interpreted in a way that will be useful. Another attitude that is more positive but equally unhealthy for the project, is a strong bias toward proving things are great. This is referred to by Posavac and Carey (2003) as the "slam bang effect." With this attitude toward assessment, the information sought is not so much to find out what is happening or needs to happen, but finding information that proves what is believed to already exist. Any of these concerns, as well as others, should be clearly

addressed before proceeding with any assessment to ensure that there is a clear understanding that assessment is designed to inform, improve or confirm, not punish those involved in the project or service that is being assessed.

To design assessments that yield useful information, there are five basic assessment questions that should be clearly answered before any attempt is made to gather data. These questions are:

(1) What do you want to know?

(2) Why do you want to know it?

(3) From whom will you gather the information?

(4) How will you gather the information?

(5) How will you use the information?

Although these questions seem innocent enough and relatively easy to answer, as you begin to focus on answering these basic assessment questions in ways that will lead to the design of clear measurable results, the task becomes a little more complex, highly involved, and iterative—yet focused and strategic.

To understand better how to think through these questions, here are some "things to consider" when answering the five basic assessment questions.

WHAT DO YOU WANT TO KNOW?

This is the most important question of the five because the answer sets the "agenda" for most of what will happen in the data gathering, interpreting and reporting stages of the assessment process. Once you decide what you want to know, carefully consider if this question could have multiple meanings to others. Always be open to feedback from others, especially those who may not be knowledgeable about the language, jargon, or definitions that are common among those in your field.

Oftentimes in assessing library services we want to know if "we are being responsive to the needs of our community." Although this is a good starting point, this alone does not help you focus your approach. Think about what "responsive" really means. Are you interested in whether or not your services are effective or efficient? Even these terms can be too broad and ambiguous to design assessments. Why? These terms are often defined in the "mind of the beholder." Ways to further define "effective" could include level of satisfaction, frequency and ease of use, or expectations. Responding to a *level of satisfaction* is less ambiguous than responding to an *effective service*. Also, to further define "efficient" could include timeliness, availability, level of difficulty in locating a publication, etc. The thing to remember is that, as long as you can further define a particular term or concept, another iteration of answering this first question is suggested.

Another very important consideration in answering this question is to make sure that the question is (a) Communicable—*Is the question easy to communicate to others in a way that the listener can understand it clearly?* (b) Concise—*Can the question guide the data gathering strategies so that the efforts remain focused on a specific targeted area?* and (c) Cogent—*Does the question encourage data gathering strategies that are interrelated?*

WHY DO YOU WANT TO KNOW?

The answer to this question is difficult for most because it carries an illusion of "easy to answer." When asked this question, most will say "because we need to decide if we need to make changes to our services." Good, but why would you want to know if you need to make changes? Ah-hah! This is where most begin to struggle. Regardless of the answer, the important thing to remember is that "why?" is very broad, but there must be a specific reason or set of reasons information is needed. One response may be "we want to make sure our community is satisfied with our services." The word *satisfied* narrows the focus. Another response might be "we need to know if we have the appropriate databases for our constituencies" or even "we want to know if our community prefers our library over other libraries in the area." Another answer may include "we want to know if our constituents want a broader selection of materials than what we offer currently?"

In addition to narrowing the *why*, it is important to keep in mind that a deeper defining process occurs with answering this question also. To narrow the answer to a response that includes "satisfaction" will also require thinking through "satisfaction with what?" Although this process can be very complex and time-consuming, it is absolutely essential to getting useful information.

FROM WHOM WILL YOU GATHER THE INFORMATION?

Just like the previous two questions, this question seems easy enough to answer—our constituency groups, right? Right, but there are still other things that need to be considered. First, it is suggested that the groups are separated into two categories: primary and secondary. Those in the primary group are directly impacted by the service (i.e., students, faculty, administrators, etc.). Those in the secondary group are usually those who are indirectly impacted by the service (i.e., interlibrary loan, surrounding communities, alumni, businesses, etc.). It is up to the library to determine who falls into these categories.

When determining the primary and secondary groups, also consider the level of influence on the library and its services as well as any influence there may be on the overall success of future growth and opportunities. The greater the influence on the library's future the more "primary" the group becomes. It is not presumptuous to separate out these two groups, it is very normal, healthy, and less time-consuming when deciding answers to the next question.

HOW WILL YOU GATHER THE INFORMATION?

Once the above three questions are answered, clearly understanding how information will be gathered focuses the strategy of the assessment process. Knowing what, why, and from whom are all important, but determining "how" is more strategic.[1] Because there are so many ways to gather the information, answering "How will we gather the data?" can be answered by considering two issues: First, the answers to a few sub-questions at this stage can be very helpful:

(1) How much time do you have to gather the information?

(2) How can you use current processes to gather new information?

(3) How can you keep the data gathering as non-intrusive as possible if there are no current processes in place?

(4) How do you minimize the opportunities for biased information (i.e., campus tension during exams; homecoming weekend, etc.)?

When considering these additional questions, respondents must be encouraged to respond either through moral appeal or some other incentive unique or relevant to the group. Some have used a lottery process (i.e., draw the name of a respondent for a $50 to $200 gift) or merely appealed to the "we're here to improve so that we may better serve you" concept, which works more often than not.

Part two of answering the "how will you gather the data?" question refers to types of data-gathering strategies. There are basically two types of data-gathering strategies with multiple instruments for each. One is referred to as *quantitative* assessment, which is the gathering of purposeful data that are measured in quantity and are represented by an assigned number or statistic. The other is referred to as *qualitative* assessment, which is the gathering of purposeful data that are measured by capturing the nature, capacity and attributes of a given environment, experience or process. Examples of quantitative assessment can include, survey responses, the number of visitors, the number of interlibrary loans, what books, periodicals, or databases are being selected, etc. Qualitative assessments can include focus groups, conversational interviews, testimonials and formal interviews. These two types of assessments both have advantages and disadvantages

and should be carefully weighted before a decision is made. **See Table 1** for advantages and disadvantages of quantitative and qualitative assessment.

However, there is a cost-benefit effect that says "there is an inverse effect on the amount of time it takes to gather the data and the depth and quality of the data gathered." Here again, is where the primary and secondary groups can be helpful when time is a critical factor.

HOW WILL YOU USE THE INFORMATION?

This question requires careful consideration in two areas: First, what calculations will provide the desired information and second, who will use the information to make decisions. Calculations can be as simple as the percent of respondents to particular questions to more complex statistical procedures used with SPSS or SAS (statistical software packages). The choices are not so much as right or wrong as they are appropriate; however, the more complex the data that are gathered, or the decision on how to use the data, the more complex the analyses will be in the process. In most cases, the percent of respondents for a given survey item, or identifying the major theme that emerged throughout an interview or focus group can provide a wealth of information if the initial assessment question is clearly understood.

The answering of these basic five assessment questions can take several days, weeks or even months, depending on how much thought and time (and number of people) can be devoted to identifying the answers. However, it is strongly encouraged to take the time to answer carefully all of these questions before embarking upon any data-gathering strategy. Answering these questions will determine the quality of the information obtained as a result of the assessments which will, in turn, directly influence what information will prove useful when deciding whether or not change is warranted.

As the answers to these questions are sought and hashed out you should expect to go through several iterations before everyone involved is clear about the assessments. Also, guard against jargon, and do not be afraid to get input from "outsiders" (those who are not privy to the language and definitions of your discipline.).

CONCLUSION

In the end, the process took the library four to six weeks. Each iteration was predicated on more research and consultation – within the library, on campus, and with librarians at other schools. By the third iteration, the sample survey was tested for comprehensibility with a group of students. This helped to refine further

Table 1: Advantages and disadvantages of quantitative and qualitative assessments.

Assessment Method	Advantages	Disadvantages
Quantitative	Can obtain a broad range of information in a short amount of time.	Does not take into account human-variables.
	Through proper statistical methods, results can be generalized.	Does not take into account environmental or situational variables.
	Less time-consuming than qualitative.	Does not allow for in-depth insight of the "why?" when gathering data.
	Objective interpretation of results.	
Qualitative	Provides in-depth information on the program, group, or environment.	Cannot be generalized across groups.
	Provides the "why?" and the "how?" with regard to the program, group or environment.	Process is subjective and the importance of certain data is contingent on the assessment person's value system and judgment.
	Allows for testimonials that may strengthen the interpretation, conclusions and recommendations.	Multiple uncontrollable variables can influence the information gathering process (i.e., participants in a focus group may have had a bad day and may not separate the anxiety from the discussion).

question intent and terminology amongst user groups. Was it important for the user groups segments (faculty, staff, undergraduates, and graduate students) to distinguish between a magazine and journal, between scholarly and peer-reviewed? The sample test takers also forced alterations in survey design and in limiting the number of questions. It became apparent that by the time all the "absolutely essential and clearly written questions" were answered many students would become disengaged from the process because of the time required. Each question was modified to allow a "comments" window. That proved very beneficial because responses could be correlated with satisfaction levels. Some of the most pointed criticism came from satisfied and highly satisfied students who made use of the library 2-3 times per week and faculty with five or more years of experience.

The Assessment Office would not facilitate a library assessment until there was a high level of confidence that the results would have meaning. The numerous iterations that were necessary in answering the five questions to the satisfaction of all made for an assessment that still guides the library nearly two years later. For example, the merits of "dumb" terminals for the Rose-Hulman environment were something of a surprise. We would not have explored such options as this without a better understanding of why students used the library and for how long on average. The dumb terminal deployment has increased overall student satisfaction. Since they all have relatively new laptops, library terminals needed to be purely research tools. The upgrade of the fifteen station library computer lab served to help those with laptop issues and graduate students. Another example of the survey forcing us to examine assumptions was in the area of seating. The importance of chair comfort was made apparent and is guiding the current evaluation of study rooms. The initial assessment led us to see different patterns of use between male and female and to resurvey small groups. Such issues as the ideal chair turned out to depend on gender and length of library study time.

In many respects, the work on the assessment whetted our interest in doing more user surveys. We learned to think about satisfaction and dissatisfaction in a different light. The lessons drawn were not used to punish but to prompt better thinking about solutions.

NOTES

[1] Developing a strategy for assessment data gathering occurs in many ways; however, the strategy for gathering can be simultaneous collection, linear collection, or circular collection. Simultaneous collection occurs when you administer several assessment instruments (surveys, focus groups, interviews, archived data, etc.) without using the results from any one assessment to formulate another assessment instrument in the same project. Linear collection occurs when you administer one assessment instrument and then use the results to formulate the next assessment instrument (i.e., using the results from a survey to determine what questions should be asked in a focus group on the same project). Circular collection is when you use the results from one instrument to design other assessment instruments and then revisit at least one of the groups in the same project (i.e., use survey results to design focus group questions, and then use the results from the focus group to design interview questions for a few individuals who completed the survey.)

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THE INDIANAPOLIS FOUNDATION

LIBRARY PARTNERS

by Connie Champlin,
Carole Gall,
&
David W. Lewis

A UNIQUE BEGINNING

In 1989 an anonymous bequest of nearly $15 million was made to The Indianapolis Foundation, creating the Library Fund, which would be used to support Marion County libraries. This group, which would come to be called The Indianapolis Foundation Library Partners, was made up of the Indianapolis Marion County Public Library (IMCPL); the libraries of all of the public, private, and parochial high schools in Marion County; and the libraries of Indiana University Purdue University Indianapolis (IUPUI), Marian College, and the University of Indianapolis. The donor stipulated that that The Indianapolis Foundation "shall give preference to projects which cannot be met by the operating budgets of the recipient institutions." Further, the donor expressed a hope that, "in exercising its discretion, the Foundation will emphasize provision of books and other library materials rather than the employment of personnel and the construction of buildings."[1] Thus the proceeds of the Library Fund were to be used for new, innovative, and collaborative projects. Core library operation expenses and building projects were excluded. This remarkable gift created a resource, now valued at approximately $25 million and producing approximately $1.25 million a year, that is truly unique. Since its beginning in 1989, the Library Fund has made over $16 million in grants to Marion County libraries. This resource in turn fostered a collaborative environment among the libraries and librarians in Marion County that is also unique.

In this article we describe the history of The Indianapolis Foundation Library Partners, its current programs, and its growth over the years.

HOW THE LIBRARY FUND AND THE LIBRARY PARTNERS OPERATE

The Library Fund is an endowed field-of-interest fund of The Indianapolis Foundation, now an affiliate of Central Indiana Community Foundation, Inc.[2] The Indianapolis Foundation Board of Trustees reviews and approves grants from the fund to libraries identified in the bequest. The foundation assigns a program officer to work with these libraries. Recognizing that it did not

have library expertise, the foundation looked to librarians for assistance. The Indianapolis Foundation Library Partners was created as a result. The group advises the Indianapolis Foundation on policy and best practices in library and information literacy services and makes recommendations on the spending of the Library Fund.

The Indianapolis Foundation Library Partners currently has representatives from thirty-three high schools, IMCPL's twenty-three branches, six academic libraries, and three special libraries through a cooperative agreement with IMCPL. Its steering committee, made up of individuals representing all of the different types of libraries, provides oversight for the organization and recommends grants to The Indianapolis Foundation Board. In the beginning, the organization, particularly the steering committee, had many challenges. Unexpectedly and suddenly, a dissimilar and unfamiliar group of librarians were faced with a wonderful opportunity. In many cases the members of the group knew only those from their own type of library, and often the needs of one type of library were not well understood by others. In addition, the amount of time and energy required to put the organization together and make it work was large.

Over nearly fifteen years of working together, a familiarity has developed between the librarians in the county. Collectively the librarians have come to have a better understanding of the Indianapolis community and its needs. Many member librarians have developed leadership skills as a result of their involvement with the group and by developing and managing grant projects. Time commitments are still an issue, though individuals somehow always seem to come forward when they are needed.

1989 TO 1995: FIRST GRANTS AND FIRST STRATEGIC PLAN

The first grant from the Library Fund provided $10,000 to begin Read Aloud, a still thriving IMCPL program. Read Aloud creates incentives for parents to read to their children. In its first year in 1989, it involved 23,000 people from 7,000 families who were mostly from low-income neighborhoods.

In 1991 the first cooperative proposals were granted, including subscribing to OCLC First Search for the academic libraries for $66,650, and collection enrichment for the high school libraries for $120,000. The first grant that all the eligible libraries participated in was Project Einstein to receive CD-ROM products, a workstation on which to use them, and training on their use. For some libraries the $233,200 from Project Einstein introduced much-needed new technology, and for others it added more materials and equipment. The training and oversight of the equipment purchase and installation was by Indiana Cooperative Library Services Authority (INCOLSA), the state library network.

The early grants, while focusing on resources and equipment, also inspired and motivated librarians to reach for new goals. These and other early grants tended to be focused on the needs of individual libraries. Even collaborative grants tended to collection needs of individual libraries rather than truly collaborative endeavors. Additionally, the grants tended to be focused on acquiring things rather than looking at programs and impact on users and the community.

This began to change in 1994 when the library partners of the Library Fund were challenged by Kenneth L. Gladish, then Executive Director of The Indianapolis Foundation, to think strategically and define the difference that the librarians could make in Marion County with well-planned use of the Library Fund. He encouraged librarians to seek input from diverse community organizations and to identify the needs and hopes of the Indianapolis community groups.

The planning process that resulted focused on the information consumer. Librarians analyzed social service providers' long-range plans; met with leaders of organizations that serve the aging, young, central city residents, and other similar organizations, and held one-on-one meetings with civic and community leaders and influential citizens. Two documents resulted as the group's guide for the future: a strategic plan for 2010, and a two-year action plan. The values, vision, mission and goals from the planning process guided the group for the next several years.

The vision statement addressed the question, "What is the difference that the libraries will have made to benefit Marion County residents by 2010?" The four-point statement provides direction on issues related to information access and life-long learning. Accordingly, the Library Fund libraries have an ongoing mission to enhance the ability of information users to access high-quality collections and resources that (a) support and enrich individuals and organizations and (b) improve the quality of life in Marion County. In turn, goals state outcomes that support this vision. Some goals may never be entirely achieved, but the organization contin-

ues striving toward them. The goals focus on information quality, financial resources, and cooperation and partnerships.

In 1995, at the end of the first six years of the Library Fund, the libraries of Marion County had received almost $2.97 million in grants. More importantly they had completed their first strategic planning process and had begun to address how best to provide the stewardship for the remarkable gift. This involved a close look at the community and the beginnings of a focusing on assessment and community impact as a measure of the effectiveness of the program.

PUTTING THE 1995 PLAN INTO PRACTICE

The Library Partners were now focused on the information consumer, and the grant proposals would now address at least one of the four strategic goals and its objectives. From 1996 to 2000 the Library fund provided $8.54 million in grants. Of this, about $667,000 went to the college and university libraries for collections and technology, including one to the Ruth Lilly Medical Library for technology to allow electronic medical information to be delivered across the state and another to the IUPUI University Library to create the Electronic Atlas of Central Indiana, a web site of map and GIS data. IMCPL received $702,000, but in an important development, over $250,000 of this was to work with community partners — The Children's Museum of Indianapolis, the Indianapolis Museum of Art, and the Eiteljorg Museum. High schools received grants of $3.58 million, $2.24 million of this was for technology and $1.33 million was to enhance collections. These grants to the high schools allowed all schools to automate, install instructional technology and improve collections. "Covenant Christian High School Library minus the Indianapolis Foundation Library Fund grants would be like taking a giant eraser and wiping out 50% of the collection, all wireless laptop computers, Smart Board, digital cameras and various other pieces of technology. That same eraser would also alter the knowledge of the present and former librarians as well as that of the principal and several teachers who have benefited from attending professional development as well as other workshops that were sponsored by The Indianapolis Foundation Library Fund," explained Revenna Richardson of Covenant Christian High School.

The most important new project during this period was the Marion County Internet Library that was funded by two two-year grants for a total of $2.34 million.[3] The Marion County Internet Library (http://www.ilibrary.org) broke new ground in several ways. It is a cooperative database project that provides access to databases not just to the foundation partner libraries, but to all school, public, and academic libraries in Marion County. This was the first project to truly serve

the entire county. The project is managed by IMCPL but has its own steering committee that has representation from all types of libraries. The project spends about $600,000 a year on databases to supplement the statewide database-access provided through INSPIRE, the Indiana Virtual Library. Another innovation of the Internet Library was its use of a paid consultant to provide training and day-to-day coordination with vendors.

Professional development grants for librarians were also established during this period. The Minde Browning grants, named for a past president of the Steering Committee and active leader in the group, fund librarians' attendance at conferences and support programs and speakers in Indianapolis. A small grant program was established which allows libraries to request up to $5,000 for innovative pilot projects. Funds were also used to build infrastructure and to support the organization. These grants had an immediate positive impact upon the libraries. Dee McConville, of the Eiteljorg Museum of American Indians and Western Art, attributes the museum library's ability to automate its cataloging and circulation because of Indianapolis Library Foundation funds.

Consultants were funded to support the development of some large grant projects and to help identify additional funding opportunities. As a final part of the infrastructure, it was in this period that the name Indianapolis Foundation Library Partners was adopted. This marked the coming together of the group and a growing sense of identity.

Finally, in this period the first Summer Youth Program grant was funded. This is an annual $20,000 contribution to a partnership of more than a dozen local funders supporting a variety of programs that involve reading and literacy in Marion County. While the dollar contribution of this program is small, it involves librarians in the decision making for the broader program and gives them a new picture of the community and its needs.

TEN-YEAR ASSESSMENT

In 2000 a major review of the Library Fund was commissioned. This review was conducted by Himmel & Wilson, Library Consultants and involved a six-month study with interviews of librarians and library users. The resulting report began with the following statement:

> The residents of Indianapolis/Marion County are very fortunate to be the beneficiaries of a unique gift that produces unique results. Participation has resulted in projects that are highly relevant to library users. . . . In addition to notable outcomes that are directly related to specific projects, the existence of the Library Fund has produced high levels of cooperation and service that make libraries in Marion County among the most exciting in the nation.[4]

The Himmel & Wilson report went on to make several recommendations. The most important were:

- Restructuring goals so that they are client/community, not library, based. While recognizing that libraries have their own institutional goals, grants should require that libraries demonstrate how these institutional goals serve clients and/or the community;

- Involving those Marion County Libraries that are not formally part of the group in their projects and programs;

- Broadening the base of volunteers to avoid "burning out" actively engaged librarians. Special efforts should be made to grow library leaders in Marion County; and

- Benchmarking and more formal evaluation should be built into grants, not added on.

The Himmel & Wilson report resulted in a reassessment of the Library Partners goals and grant-making priorities. This led to more user- and community- based focus with goals stated in terms of community impact. The report also led to more focus on outcomes. There was some initial discomfort as librarians were asked to justify what were to them self-obvious goods, but in general the result has been more effective and focused programs, as well as measures that have meaning to those outside of the library community.

The current grant making goals identify four target groups: (1) students in the context of their families (50-60% of the budget), (2) adults and college students facing obstacles to obtaining and using information (20-25% of the budget), (3) library staff and their decision-makers (10-15% of the budget and the Minde Browning Fund), and (4) key community partners (10% of the budget including small grants).

As part of the goals document each target group has stated desired results, examples of measures to assess success, and potential partner groups. For example, desired results for the youth target group are:

- Children will enter kindergarten ready to learn

- Students will read at or above grade level, and

- Families have the skills to make effective use of information at all life stages.

Examples of measures include items such as circulation/library use and attendance at programs by targeted groups, school reading-level data, and Indy Reads and IMCPL summer reading statistics. A number of potential partners were identified, with childcare centers, preschools and parenting groups; Indy Reads, Even Start and other literacy programs; and teacher training institutions named among the possibilities.

CURRENT PROJECTS

A number of the established grant programs are being continued. The Marion County Internet Library continues to be funded, but it established a clear focus on expanding use in high schools not taking advantage of the Internet Library's databases. This resulted in the hiring of a second consultant to work with media specialists to teach teachers how to use the databases.

The growing demand in the education world for accountability for student achievement has influenced the focus of the high school collection grants. The primary goal of the 2003-05 $360,000 grant is to improve student achievement of Information Literacy Standards and various Indiana State Academic Standards through collaboration with teachers, collection development and staff development for collaborative teams. Therefore, the current grant focuses not only on statistics about the physical collection in the library but also on how students, teachers, and media specialists are interacting to meet academic standards. "The Library Partners grant program has helped me work collaboratively with teachers and other library media specialists. Working collaboratively in planning with teachers before they bring their students to the media center has helped us develop more meaningful research projects based on academic standards," explained Diane Zentz of Warren Central High School.

A new tool, Rubric for Collaboration Planning Sheet (http://www.indianalearns.org/collaborativeRUB.asp), created by consultant Elaine Life allows library media specialists to analyze lessons planned cooperatively with classroom teachers. By comparing the level of collaboration by department from year to year media specialists can determine if the level of collaboration is improving.

In 2001 IMCPL received a grant of $1 million to provide technology for the new Central Library and $1.655 million for an endowment match.

Investments were also made in the library professionals in the county. To face the impending shortage of school library media specialists The Indianapolis Foundation approved a $109,000 grant designed to assist the Indianapolis Public Schools (IPS) to "grow their own." The Instructional Media & Technology Education Specialist (IMATE) grant will train ten successful IPS classroom teachers selected for their demonstrated ability to collaborate, knowledge of technology and commitment to good teaching to be school library media specialists. All IMATE cohort members attend classes at the IU School of Library and Information Science at Indianapolis. Tuition and textbook fees are paid for with grant funds. A mentor works closely with each IMATE who also receives funds toward the selection and purchase of resources to support a resource unit in their school. The IMATE cohort will complete school library certification requirements by the summer of 2004 and be ready for placement in IPS school library media centers. IMATE will increase IPS's capacity to retain a diverse and high quality teaching staff.

Recognizing the need for ongoing professional development, the Library Partners developed an *Academy for Leaders in Indianapolis Libraries and Media Centers* to empower educator-librarians to provide leadership in and for learning environments in a manner which creates opportunities for library users to achieve an ever-rising level of information literacy. The mission of the Academy is for experienced library professionals to see themselves as life-long learners, always growing to meet the changing needs of the profession. The program is intensive and involves a commitment of over two weeks during the course of the year. This project was based on the successful experience of several other local organizations; it is project-based and built on proven professional development practices.

The inaugural class of *The Academy for Leaders in Indianapolis Libraries and Media Centers* was launched in July 2003 and will conclude in April 2004. Fifteen professionals from school, public, academic, and special libraries were selected for the first Academy. The goal is for participants to complete the experience feeling empowered by the collaborative skills they have practiced and by the supportive relationships they have developed with library colleagues. In addition each participant's library and its patrons will benefit from the results of the projects completed and the best practices implemented partnering and cluster coaching will be used to guide participants through a stage-by-stage process to promote, design and deliver a learning project, which achieves impressive real world results. The Field Project includes the collaborative design, piloting, and evaluation of a unique information literacy program for a carefully identified audience of library users. Each academy project is chartered with input from the participant's senior leader and is approved before implementation. The field project experience includes applying for a Library Fund Small Grant to fund the field project.

CONCLUSIONS

The Indiana Foundation Library Partnership librarians and libraries have been truly blessed by a great act of philanthropy. Spending more than $16 million over nearly fifteen years is probably not the hardest way to develop collaboration, but the history of the Library Fund shows that strategically committed resources clearly can change the way librarians deal with themselves and their community.

Over time The Indianapolis Foundation Library Partners has gone through several phases in its development. In the first phase libraries looked first to their own self-interest and used the Library Fund resources to enhance their ability to provide services to their local users. Over time, librarians came to understand their colleagues and to appreciate community-wide problems. Judy Cashe of Arsenal High School, explains, "There is a sense of cooperation now that didn't exist before between the universities and IMCPL and the Public Schools and the Private Schools. I feel we all respect each others point of view and have benefited from seeing things through others eyes."

Out of this some truly collaborative projects developed. With the passage of more time and with some prodding from the foundation, librarians developed a stronger sense of the communities' needs. This has brought both a broader view of how libraries can contribute to their communities as well as a broader view of the skills and expertise that is required to make these contributions. It has brought both an investment in ourselves and more outreach to other organizations in the community. Sharon Shockey, Beech Grove High School, sums up the most important outcome of the Library Partners when she says, "Connecting with others and knowing what issues and plans they have has a tremendous impact on me as a professional—that has no monetary value but is probably one of the most important contributions of the Library Partners. . . . The 'shared vision' makes us all work even harder to achieve what is expected of us. We are no longer just one person working in a secluded building without knowledge of what others are achieving!"

NOTES

[1] Library Fund Trust, quoted in Himmel & Wilson, Library Consultants, *The Indianapolis Foundation Library Fund: An Evaluation Prepared for The Indianapolis Foundation and The Indianapolis Foundation Library Partners*, February 10, 2001, Milton, Wisconsin, page 3.

[2] In this article, for the purpose of simplicity, we will refer only to the Indianapolis Foundation. The Indianapolis Foundation, an affiliate of CICF and the Library Fund, is under the responsibility of The Indianapolis Foundation Board of Trustees.

[3] Bevilacqua, Ann; Lynn Hobbs, and David W. Lewis, "Marion County Internet Library," *Indiana Libraries* 1999 18(Supplement 1):31-5.

[4] Himmel & Wilson, Library Consultants, *The Indianapolis Foundation Library Fund: An Evaluation Prepared for The Indianapolis Foundation and The Indianapolis Foundation Library Partners*, February 10, 2001, Milton, Wisconsin, page 1.

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IMCPL AND IU SLIS-INDY SYMPOSIUM PARTNERSHIP

by Jean Preer

he expansion of the Indianapolis program of the Indiana University School of Library and Information Science has made possible an array of collaborative efforts and potential partnerships. Since fall 2002, Indiana University's library school has been a single program in two locations with full-time faculty in Bloomington and Indianapolis, and a shared mission and curriculum. Located on the campus of Indiana University Purdue University Indianapolis (IUPUI), SLIS Indy has an urban base in the state capital, affording proximity to an array of libraries. IUPUI as a comprehensive university counts civic engagement among its foremost institutional priorities. Academic programs are encouraged to partner both on campus and in the community.

With the arrival of SLIS in Indianapolis, a natural partnership developed almost immediately between the library school and the Indianapolis-Marion County Public Library. Out of conversations between the school's Executive Associate Dean, Danny Callison, and then library CEO, Ed Szynaka, came the first fruit of that collaboration – a symposium inaugurated in fall 2003. With financial and staff support from both institutions, the symposium is aimed at a diverse audience including library school students, library practitioners, and the general public. The public relations expertise of IMCPL ensures widespread notice of planned events and heightens visibility in the community for both the library and the library school.

The 2003-2004 series has focused on Library Philanthropy, Fundraising, and Friends. This theme was selected for a variety of reasons, the first being that libraries and non-profits of all sorts are interested in increasing their financial and volunteer support. In the current economic climate, public libraries are turning to private sources of funding, and librarians are becoming more accomplished fundraisers.

The series began with a historical perspective provided by Peter Krass, author of the recent biography, *Carnegie*, the first new biography of Andrew Carnegie in three decades. Published by John Wiley and Sons in 2002, Krass's study documents Carnegie's amazing rise

in industry and explores the complexity of his motivation in funding libraries and a myriad of other causes. Krass's talk, "Andrew Carnegie – Ruthless Empire Builder and Pioneering Philanthropist" attracted a large and diverse crowd. Members of the public, from high school age to senior citizens, joined library school students and library professionals for the kickoff event.

A natural outcome of the initial partnership between SLIS and IMCPL has been the growth of additional partnerships as the program series has evolved. Peter Krass's appearance, sponsored by the library and the library school, was offered in cooperation with the IU Center on Philanthropy. Indiana University has been a leader in the development of academic programs focused on philanthropy. The SLIS program in Indianapolis has worked to enhance its offerings related to library fundraising. In summer 2003, new full time faculty member Jean Preer offered a special topics course "Philanthropic Giving for Libraries" which the school hopes to add to its regular course offerings. The course featured librarians engaged in development activities numerous guests from the Indiana philanthropic community. In fall 2004, the school and the center anticipate the start of a joint degree program in which students will complete master's degrees in philanthropic studies and in library and information science.

The second presentation in the 2003-2004 symposium series involved another partner organization, Friends of Indiana Libraries (FOIL). Based at the Indiana State Library, FOIL is a membership organization of individuals and groups dedicated to the support of Indiana libraries. Symposium speaker Sally Gardner Reed is executive director of Friends of Libraries USA (FOLUSA) of which FOIL is a part. On November 22, during her first ever visit to Indianapolis, Sally Reed spoke to two different audiences on "The Power of Friends." Addressing Friday night's assemblage of students and practitioners, she described the perilous state of American libraries as the economy has declined. Reed laid some of the blame on librarians for failing to make the case for libraries in a politically compelling way. She called on friends to move beyond library book

sales to become advocates for libraries in the broader community.

The following morning, Reed pursued the theme of advocacy to a gathering of friends of libraries held in the newly renovated Indiana Authors Room of the Indiana State Library. Her audience included library school students, library directors, trustees, and friends from central Indiana and around the state. Friends, she urged, need to be more engaged in raising support and visibility for their libraries.

On March 26, 2004, Richard Akeroyd presented the third in this year's symposium, "The Impact of the Gates Library Program and the Challenges Ahead." Akeroyd is former director of International Library Initiatives for the Bill and Melinda Gates Foundation and is now New Mexico State Librarian. Since many have compared Bill Gates's support of technology in libraries with Andrew Carnegie's support of library construction, this presentation wil bring the year's program full circle. It will be given in cooperation with the IUPUI Library whose director David Lewis extended the invitation to Richard Akeroyd.

Scholars of civic engagement stress the importance of institutions that reach across traditional boundaries to serve as bridges between various groups in their community. Libraries have long played such a role. In organizing the symposium, IMCPL, SLIS, and partner institutions have extended the reach of their own cooperation to involve other groups and other audiences.
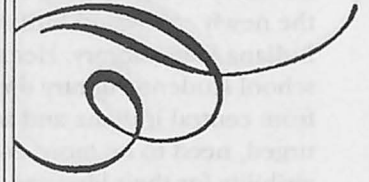
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"What I came to realize about Carnegie is that he is really like a flawed Shakespearean hero... he really did consider the world a stage... and when he was on that stage he wore a variety of masks and behind each mask was a distinct character and you really could not reconcile various characters."

"He would attempt to promote himself and ideas in one direction, but practically speaking it didn't work. You get an idea that there are these two sides to Carnegie, this idealist side and this practical man."

"Growing up in Scotland, his family were working class radicals. They were still fighting for their rights to own land, to vote. They were fighting for better wages, better working conditions. His uncle was in prison for a while for holding illegal meetings. His father was a prominent speaker at rallies. So you've got this radical heritage. Then he emigrates to the U.S. and he becomes a capitalist, an ardent republican, too — the antithesis of his heritage — and what you find as you explore his character is those two sides fight each other through his entire life and it comes out in how he behaves, it comes out in what he writes. The other thing you have to consider when you look at Carnegie is his perspective on religion. In Scotland, the Presbyterian Church was considered part of the establishment so these working class radicals wanted nothing to do with it and his parents rejected the church. As a boy growing up in this kind of family, he rejects the church. He was not a churchgoer. And what he needs, though, is a system of beliefs. You have to have a system of beliefs to conduct your life by."

"In the 1870s what becomes very popular are the ideas of Charles Darwin. Now there is a fellow by the name of Herbert Spencer who is an English philosopher/scientist who took Darwin's theories of natural selection and evolution and applied them to society. This guy is the one ... who coined the phrase 'survival of the fittest' and that is what Carnegie adopts. He worships Herbert Spencer and just to quote something Carnegie wrote: 'Where there had been chaos there was now order. My mind was at rest. I had a philosophy at last. All our duties lie in this world and in the present and trying patiently to peer into that which lies beyond

is fruitless'. He wants heaven on earth. He's not interested in the afterlife. He wants perfection here in his business and in his philanthropy."

"Now if we want to talk about what drove Carnegie we have to talk about his mother, too.... Carnegie puts her on a pedestal. She becomes his hero, ... and he becomes absolutely driven to give her the best of everything.... She also was a very frugal woman, ... and he also was very frugal."

"Carnegie took a toll on the people around him. He really pushed everybody hard, and it goes back to wanting perfection in everything. He was very much what we would call today a micromanager.... Ideology always lost when it came to profit. Carnegie hated to be disliked by anybody.... In 1917 ... Forbes, founder of Forbes magazine, ... wrote that Carnegie would be remembered as a giver, not as a taker."

"Now, the question I'm always asked is, why did he give away all his money? Was it out of guilt? And the answer is definitely no."

"Philanthropy had always been on his mind since he was a young man.... Back in 1868 he wrote a memo to himself that he then tucked away in a drawer, and it was found after his death. In that memo he said that there was no idol more debasing than money. He also talked about how he should spend the surplus of his income each year for benevolent purposes."

"...1889...he writes two pivotal essays.... The first essay was called 'The Gospel of Wealth,' and in this essay he states that the man who dies rich dies disgraced.... He starts to lay out his template for how you should conduct your philanthropy. He says that the wealthy should consider themselves trustees of civilization, that it was their duty to uplift humanity and that they should personally manage their philanthropy while living because if they were so fit to have accumulated so much money they would know best how to give it away. So again you have that survival of the fittest philosophy coming into play here. Later that year he writes a second essay.... He lays out the best uses for spending your wealth.... He comes up with a hierarchical list. At the top of this list was universities. He knew

it was important to educate people. Number 2 was free libraries ... number 3 was hospitals and medicine ... number 4 was public parks ... number 5 was music halls ... swimming baths was number 6 ... last on the list was churches."

"Every time that he would make a major donation or create a foundation, there were complaints that he was demeaning and pauperizing communities and establishments. There was this great fear that philanthropy was really a form of social control and that he was using his money to dictate what education should be in this country, for example, or what kind of medicines should be developed."

"Carnegie ... gave away about $360 million. When he was giving it all away he didn't have ... a staff the size of an army doing it for him... it was him, it was Louise (his wife), and two personal secretaries that were really doling out this money.... When he was a businessman ... he was very much a dictator, but when he was a philanthropist he was a very broadminded person.... Carnegie had a lot of personal courage.... What you see is this man who ... was incredibly broadminded when it came to cultural things. Now today there are about twelve major foundations still around. The big one, of course, is the Carnegie Corporation.... These various foundations focus on different things.... When he set them up he created large boards of trustees.... He had a voice in the say of what was going on, but the trustees were allowed to vote to change the directions that the foundations would take, so he wasn't again being a dictator."

"He spent, in today's dollars, about a billion dollars on funding these libraries and they were the centerpiece of his philanthropy.... So why were libraries so important to Carnegie? First off, they were a way to honor his father...the industrial revolution had just crushed this man, but back in Scotland he had co-founded a small workingman's library.... It was also a tradition in Britain for the wealthy to create a library for their town....Tom Miller is the one who introduced Carnegie to a man by the name of Colonel Anderson ...(who) had a sizable personal library that he opened up to the working boys of Allegheny, and once Carnegie was introduced to that man he lived in that library.... This was where he was educated.... He loved libraries because he felt they were the best way to uplift humanity and that's what he wanted to do as a trustee of civilization. Most important, he thought libraries would touch the broadest class of people. He wanted these things to be free to the public. One of his first tenets for giving money away was to only help those who help themselves. . . . His largest single gift was to New York City, and they used that money to build 65 branch libraries. He wanted you to be able to walk out your door, wherever you lived in the city, and get to a

library. He was a real pioneer in the concept of branch libraries."

"Less than a third of the Carnegie libraries have his name on them and he also didn't force them on communities.... There were some strings attached, though. You had to provide the land for the library, and you also had to give, annually, 10% of whatever he provided....He would give two dollars per person for a community to build that building.... He thought it would give the community some ownership if they also had to invest in it.... He would make that offer and then the town councils would have to approve it or not. Of the more than three thousand communities that applied and then were offered libraries, only 225 rejected them. So Carnegie was definitely not forcing these libraries and also there weren't a lot of people rejecting them because it was 'tainted' money from a robber baron."

"There were other criticisms...of his library giving.... 'You're giving us this library, but we've got no books for it'. But again, Carnegie's argument was you've got to get the books that are appropriate for your library, your community.... And there were some examples where Carnegie did give the books and then he was lambasted in the papers for being a socialist. The other criticism was that ... 'we don't have time for books, we'd rather have higher wages'. A classic line was heard over again and again was that 'you can't eat books'."

"A lot of those original libraries were strategically given to steel mill towns because these libraries were meant, remember, to uplift the working class people.... The usage and the benefit that they derived from these libraries was minimal in the first generation. Then ...you get to the 1930s and there was a scholarly study done that looked at the impact of his libraries, and they finally concluded that his libraries indeed revolutionized education in this country, but it took several generations for that to be realized."

"Henry Prichett ... was a major advisor to Carnegie in his philanthropy and he took control of what the Carnegie Corporation was doing in terms of giving away these libraries. And he looked around and he said a lot of these libraries are starting to fail financially, it's not working. He sent ... Alvin Johnson... out in the field to investigate what was going on with the libraries. Johnson came back and said...I've discovered that the community will be more committed and feel more ownership of their library if they walk into it and they have the services they need and the professional kind of staff they need.... There was a need for people with knowledge in these libraries and it was a pivotal moment because Carnegie had always thought the best way to get a community to have ownership in the library was to make them financially attached. But this

guy came back and said, no, it's having people in the library who can provide them with services they need that will make them feel like the library is useful and then they'll give money to the library. It's something important to keep in mind today as you look at what programs libraries should be offering in the age of the Internet.... We're at a very similar point of change.... In 1917, the Carnegie Corporation quit funding construction of libraries, so they took that report to heart."

"One quick example... just outside of Pittsburg, I went to the Homestead library, a beautiful building. . . . The mill is gone, the town fell on hard times, the library was in a state of financial disaster... but they got this woman to run it and all she did was, she said I don't want money for renovations, I just want money for programs. She spent several years building up the programs, and now they have the money to refurbish what is a spectacular building. Now, on the flip side, in Carnegie, Pennsylvania, ... they have another beautiful Carnegie library. All they do there is bicker about how to fund refurbishing the chairs in the music hall...and this library is pretty much a goner....That just gives you an example of a community that was focused on the building and a community that was focused on the services and one is going to win and one is going to lose."

ABOUT THE AUTHOR

Janice E. Gustaferro, MLS student, Indiana University School of Library and Information Science – Indianapolis. A video file of the full talk is available via the Web at http://video.Indiana.edu:8080/ramgen/ip/helpnet/peter_krass.rm.

EXCERPTS FROM SALLY GARDNER REED'S LECTURE "THE POWER OF FRIENDS: RAISING SUPPORT FOR YOUR LIBRARY AND NON-PROFIT"

Reed spoke in Indianapolis on November 21, 2003, on support for libraries

Transcribed by Janice E. Gustaferro
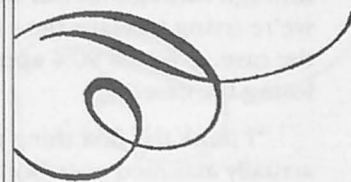
"I think that we are at a very critical juncture with libraries.... We have challenges coming from the federal level in terms of policy making that's not always library friendly and, of course, we have the economy and the money, which I think is more seriously threatened than ever before. Many of you may have heard that even during the great depression there isn't at least any known case of a library closing and yet today they're threatened everywhere."

"The privatization of publicly funded libraries is a new wave and it concerns me.... The people who make decisions for library funding... are really looking to save money, it's not that they're looking to make the libraries run better."

"The majority of state libraries have had very deep cuts.... The Minnesota State library was zeroed out of the budget.... How can it be that a state like Minnesota would decide that they didn't need a state library? So the times are really challenging."

"At Friends of Libraries U.S.A., we're as ... concerned with advocacy as we are with fundraising.... Fundraising is wonderful.... Very often, it's for the big projects, or else it's the icing on the cake, it really shouldn't be for operating budgets. The reason I say that is because you cannot sustain that model.... The other reason is: I deeply believe that public libraries, in particular, are a cornerstone of our infrastructure, our tax supported infrastructure, because they are an essential service."

"When I think about the dangers facing libraries, I'm actually not very pessimistic even though I think the environment is very unfriendly right now.... The reason is because I hearken back to the time of Carnegie.... What I find so incredible about the Carnegie era isn't the largess of Andrew Carnegie, as wonderful as that was, it's actually what happens after he made the grants available. It was really a people's movement in America ... because he didn't just wave a check and libraries appeared. He offered grants for a building. The people had to decide a number of things. One was that they had to tax themselves 10% in perpetuity for their operating budget.... Also, they had to come up with the

funding for the site, and find the site, and they had to come up with the collection and the furnishings.... Many of the cities ... didn't have enabling legislation to tax themselves for libraries ... so a lot of state laws had to be changed and that meant a lot of advocacy on the state level as well and, because of that, laws were changed across America.... It was largely a women's movement."

"Having been a library director in the past, I always had to make the case at the local level with my city councilmen who were, pretty much without exception, not library supporters. It's pretty much of a truism that the people who make the decisions are not library supporters."

"The big thing that we have is a lack of appreciation for the important role libraries play in a democracy and in the communities. And until we get that message across, I don't think we're going to have very much luck in this environment. The competition is very keen for tax dollars and libraries are not faring as well as they should. Coming, again, from the public library world, I think we have a tremendous case to make and we have failed to make it first of all, for life long learning, but particularly for the zero to five year old learning and their parents. Understanding the rate of illiteracy in America is shocking. It's estimated to be about 25%.... We're sending a lot of money and a lot of our energy overseas because we consider it a matter of national security. The issues of national security are right here and we are failing to address them. We cannot continue to compete in the marketplace, let alone be a world leader, when we have 25%, and growing, of our citizens who are illiterate."

"Studies have shown without any contradiction that children who enter kindergarten without a book rich environment are far behind those who have one, and most never catch up. Eighty percent of America's dropouts are functionally illiterate. Eighty percent of America's prisoners are functionally illiterate. Kids who come to school prepared to learn make it through the system. And if you think about it, the only agency in the community that opens the door to new parents and new children, without barriers at all is the public

library. The outreach that they're doing to ensure that new children, from birth, have access to books and learning is tremendous. But, of course, it carries through throughout our lives. And we know this, and we're trying to make the case, and we're not making the case.... With a 90% approval rating, how are we losing the case?"

"I think the first thing that librarians have done is actually assumed everybody understands, loves them, and understands how important they are and have not worked very hard to get them out on the radar screens, not just for decision makers, but for Americans in general.... The library as a central place becomes more and more invisible because access to the resources becomes easier and easier to get in remote locations and so it's easy to sort of forget what's at the center of those resources. So I think it's very, very critical that libraries start really getting out there ... getting the word out to the community not just about what you have, but why what you have matters to the community.... We talk about having story times, but we don't ever talk about why story times matter.... We have to start getting our message out there loud and clear about why what we do matters."

"The second thing that library users and librarians have to do is unite their voices and act. It really is critically important.... I really feel that if we don't start advocating, we won't have anything to advocate for."

ABOUT THE AUTHOR

Janice E. Gustaferro, MLS student, Indiana University School of Library and Information Science – Indianapolis. A video file of the full talk is available via the Web at http://video.indiana.edu:8080/ramgen/ip/itvideo/sally_gardner_reed.rm

LIBRARY SERVICES FOR HISPANIC PATRONS

by Katie Buck,
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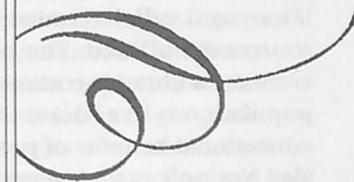
ata from the 2000 Census show that "the Hispanic population has grown faster than the overall U.S. population since 1990 and is projected to become the largest U.S. minority group by 2005,"[1] comprising 12.6% of the U.S. population. By 2050 that number will increase to 25%.[2] The implications of these statistics give a clear mandate to public libraries to develop collections and services to meet the needs of the growing Hispanic population. This paper discusses the history of library services to Hispanics and current needs for staff development, marketing, programming, outreach services, and collection development to provide these services.

According to Article I of the American Library Association's Bill of Rights, "books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves," and "a person's right to use the library should not be denied or abridged because of origin, age, background, or views."[3] It is a library's responsibility to know its community makeup and to provide services that are appropriate to the needs of the population. With the growing population of Spanish-speaking minorities, these statements increasingly point to the need for libraries to serve the Hispanic community by providing bilingual and multicultural information.

This concept that libraries are responsible for providing services to bilingual patrons is not new; the first handbook offered on the subject of library services for immigrants and new Americans was published in 1929 by the American Library Association. Although much of the information presented in this document is now dated, the fundamental ideas presented are still noteworthy. In 1929, the ALA observed and expressed a need to incorporate bilingual material into collections where large groups of immigrants resided. The organization also realized that this material should be shelved in an easily accessible, clearly labeled area. Furthermore, the ALA noted that texts that are easy to read but also contain adult appeal would help attract immigrants to the library.[4]

Despite the ALA's early recognition that libraries should serve immigrant populations, the growing Spanish-speaking population in the United States did not make providing Spanish-English services in particular a widespread necessity in libraries until the 1970s. In 1971, Robert P. Haro wrote, "the library world is just becoming aware of the growing Mexican-American [the term "Mexican American" is used by the author to indicate all Hispanic cultures] movement."[5] Haro's statement lends credence to Gilda Baeza's similar assertion that prior to 1970, documented sources of information regarding "library services to the Hispanic population [were] virtually nonexistent."[6] As libraries became aware of the growing Hispanic population in the 1970s and 1980s, those with Spanish-speaking individuals in their communities developed special areas, programs, and collections within their facilities. Although some attempts were made to create branch libraries or library-like environments in Mexican-American neighborhoods called *barrios*, notably in Albuquerque, Tucson, and Los Angeles, few outreach services were developed.[7]

As the Hispanic population grew through the 1990's and continues to do so today, library services to Spanish-speaking patrons have become more universal and more comprehensive. Most libraries must provide bilingual and multicultural resources in some capacity, varying according to the demographic makeup of an individual library's surrounding community, the library's mission, and the information needs of the community. Library managers who are developing or continuing services to the Hispanic members of their community should focus on training and informing the library staff, providing an accessible and useful collection, offering appropriate programming, and taking services outside of the library to reach out to the community.

As with many other areas of library management, the library staff can be a manager's most important resource in meeting the needs of its Spanish-speaking population. In order for a library to adequately serve its diverse community, the library staff must recognize the importance of providing multicultural resources and

services. As Denise Agosto states, the attitude of the librarians is the "single most significant factor contributing to the general atmosphere of your library."[8] This will affect the way that patrons experience and view the library and will determine whether the library's resources are utilized. The best way to encourage staff to embrace a library's commitment to serving its diverse population is to educate the staff on the social and educational benefits of providing multicultural materials.[9] Not only is such service in line with the ALA Bill of Rights, but it also encourages all patrons to value diversity.

When developing the library's services to Hispanic-American patrons, the library manager and staff should reevaluate the library's mission statement. The mission statement should reflect the library's commitment to supporting cultural diversity or to serving the needs of all members of the community. Next, the library must evaluate its community to determine how the library can best meet the needs of all patrons. In addition to studying demographics, the library should also determine "how it is perceived in the community."[10] This will enable the library to know its potential users and to understand the best ways to make its services available to them. Questionnaires and interviews are aids that will enable the library to collect data from existing patrons. However, the library must also determine which groups in the community are currently using the library and which the library needs to reach out to. Establishing the exact cultural groups that will be served and their specific demands will better enable library management to decide which materials and services it should supply. Marcia Trotta suggests walking or driving around the community and studying its characteristics, at different times and on different days, to get a good picture.[11] Listening to the community will help the library to identify needs to be addressed. Hispanic radio call-in shows can provide insight, as will engaging people in informal interviews and casual discussions while attending community events with other staff members.

Depending on the needs of the community, a library may want to ensure that it has bilingual staff who can communicate comfortably with Spanish-speaking patrons in either language. While all librarians should be able to serve people of different cultures, some librarians argue that "bilingual librarians are necessary for basic interaction with the public."[12] Staff who are not able to communicate with patrons in Spanish as well as English still remain important to the library's bilingual and multicultural services. Bilingual reference tools such as *Habla Español? No, but I Can Try to Help You: Practical Spanish for the Reference Desk* and *Hablando Español en la Biblioteca* will be helpful to English-speaking librarians serving Spanish-speaking patrons.

After the library management and staff have determined the unique needs of its community, they should begin developing a collection that fits these needs. Authors and titles from each nationality represented in the community should be included in the collection. The Multilingual Materials Subcommittee of the American Library Association recommends that a variety of literary genres and subjects be included in a multilingual collection in order to reflect the interests of the community and that a library own more than one copy of printed materials such as books and magazines.[13] Materials should also be purchased in a variety of formats; including print, audio, and audio-visual. When purchasing materials for a collection, the scope and content of each item should be carefully evaluated. For example, an encyclopedia published in Mexico may provide coverage of the Mayan Indians of Mexico and Central America but no information on the Incan Indians of Peru. Additionally, the titles in this collection must be regularly evaluated to ensure that they continue to meet the needs of the community.

Easy physical access to the resources in a multicultural collection is an important issue for the library. Items within the collection must be housed such that patrons can easily access them. They should be located separately from the regular collection so there is no need to canvas shelves with English-language labels to locate materials. Likewise, Web resources should be accessible from the library's main homepage, centralized, and easy to navigate. When determining the physical location of the library's multicultural collection, the librarians should also assess the library environment to ensure that it depicts a diversity of ethnic and cultural groups in order to make all patrons feel at home in the library.[14]

Although Hispanics are quickly becoming the largest minority within the United States, many American publishers are slow in publishing titles in both English and Spanish. While this publishing trend is changing, a library may have to purchase some materials from small, independent distributors or from bookstores. There are many Web sites that will aid librarians in locating Spanish materials. One such site is CLNet, available at http://clnet.sscnet.ucla.edu/library/library.html. This site is maintained by the Regents of the University of California.

One category of materials that is needed, but not always provided, in a Hispanic collection is Spanish-language newspapers. Although many Spanish-language and bilingual newspapers are free, many libraries overlook these vital resource materials. Most cities with a substantial Hispanic community will have some type of local Spanish newspaper. This would be the best starting point in adding resources to a special collection. The local paper is also a wonderful resource in establishing ties with the Hispanic communities.

Developing a partnership with such a paper would allow the library access to those in the community who might not otherwise have contact with the library. There are several prominent newspapers in larger cities, such as *El Salvador USA* and *Colombia Informa* in Los Angeles, that carry news from Central and South America as well as Mexico and the Caribbean.[15] By including some of these larger newspapers in the collection, a wider section of the community will be reached and served.

Spanish reference resources also need to be included in a Hispanic collection. Many of these sources can be found in both electronic and print formats. There are several good Spanish dictionaries and encyclopedias, but, again, the scope and content of each item must be examined. Some Spanish reference materials are geared toward Latin America, omitting important facts that relate to Spain, while others are more comprehensive in focus. One excellent resource that any Spanish reference collection should include is the *Diccionario de la Real Academia Española* (the *Royal Spanish Academy Dictionary*). This is the most respected Spanish dictionary in the Hispanic world.[16]

One important aspect of collection development for a multicultural collection is cataloguing Spanish and bilingual items in ways that make them accessible to the intended users. Cataloging these materials needs to be done in both Spanish and English. Over the past twenty years, significant improvements have been made in the development of digital access tools including online catalogs of Hispanic and ethnic collections, indexes to periodical literature such as the *Chicano Database* and the *Hispanic American Periodicals Index* (HAPI), and subject vocabularies such as the *Chicano Thesaurus* and *Bilindex*. However, attention must be given to the types of subject headings used as many are general, biased, or nonspecific to the topics covered by the materials. According to REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking, listing all Hispanic materials under the term "Hispanic" or "Hispanic Americans" does not adequately provide access to the wide range of topics in the "Hispanic" community.[17] Specific cultural terms should be used rather than strict translations.

Although many modern libraries follow some of these suggestions, many more are not fully meeting the needs of their patrons. It is not enough to simply provide resources for Spanish-speaking patrons; a library staff must also provide programming that will acquaint this demographic with the material available to them. Library programs should facilitate growth for all age groups, from preschool to adulthood. In addition, a library could sizably increase its patronage by offering well-planned and well-researched programs to the local Hispanic community.

Perhaps the most effective method of drawing Hispanic individuals into the public library is to offer programming geared towards their individual needs. Library-initiated programs could include speeches, community forums, discussion groups, demonstrations, displays, classes, and live or media presentations. The library staff is responsible for selecting the topics, speakers, and resource materials for library-initiated programs based on the community's interests and information needs. However, this does not mean that a library's staff is responsible for the whole of a new program. The library may choose to participate in cooperative programs with other agencies, organizations, institutions, or individuals as part of its effort to address information needs and to facilitate information access in the community the library serves.

Many libraries across the country have instituted successful programs to aid their Latino populations. One way to do this is to make use of public holidays. Many public libraries have incorporated the Spanish holiday Dia de los Niños into their library programming. Hispanic authors such as Pat Mora have been instrumental in appointing the day to celebrate "Dia de los Libros," a day to recognize the benefits of bilingual literacy.[18] Children's Book Week in November is another opportunity for libraries to promote literacy for their Hispanic patrons.

In addition to celebrating diversity on specific dates and holidays, local libraries should regularly sponsor programs that provide services for their Hispanic patrons. These may include homework help and book clubs that include children of different cultures. In multicultural book clubs, a library may pair an English-speaking student with a Spanish-speaking student to discuss bilingual or multicultural works.[19] Because libraries are also a point of access for computers, especially for lower-income families, libraries may also consider offering computer clubs and technology workshops. Since young people have an affinity for technology, these programs attract young people to the library and help all patrons to develop computer skills.[20] "Budding Authors" is yet another program that has been made available to young people; in this program, children are paired with mentor writers to develop their creative writing skills. Hispanic children may be paired with English- or Spanish-speaking mentors and encouraged to write in both English and Spanish.[21]

Libraries also have the opportunity to offer enrichment to the Hispanic members of their communities by encouraging entire families to participate in library programs. Family literacy programs can provide for the needs of both children and their parents. They include components such as Spanish literacy and ESL/GED courses for adults while also addressing the children's reading readiness skills.[22] One program that has proven

very beneficial to Hispanic families is the bilingual story hour. There are three basic formats in which this can be conducted. The first involves two presenters, each reading a story in their native language. The second includes only one presenter who reads a story in English but includes key words or phrases in Spanish. The third requires an individual who is fluent in both languages. In this model, the reader code switches from one language to the other while reading the selected story.[23]

Examples of successful story hours can be noted at public libraries in cities such as Charlotte, North Carolina; Tucson, Arizona; Miami, Florida; and, Covington, Kentucky. In all of these cases, the library staff was not itself fluent in Spanish. However, they made their programs successful by soliciting aid from community partners of Hispanic/Latino descent. Also, the libraries went out of their way to publicize the event with press releases and photo opportunities for local media. Many of the libraries also composed bilingual fliers advertising the event.[24] When accompanied by food, music, and other festivities, a bilingual story hour can turn into a social event that helps bring different members of the community together and showcases the talents of both Hispanic and non-Hispanic residents. Most importantly, as children learn bilingual stories and begin to tell their own, they are learning to discriminate different speech sounds and learn the correct rhythm and structure of a new language.[25]

Regardless of the resources and programs that a library has to offer its Spanish-speaking patrons, these resources will not benefit the community unless individual patrons access them. Services that reach out into the community are probably the best way to introduce Hispanics to the realm of services offered by a library. Hispanics who have had negative experiences in schools may equate libraries with schools and feel generally negative toward the library. Providing "services on the user's own turf" can help overcome such barriers and draw in reluctant patrons.[26]

Many of the programs that are offered on-site at libraries can also be offered off-site in churches, community centers, or other neighborhood locations. These programs should fill community needs and be interactive. Examples include providing bilingual story times in shopping areas or day care centers in Hispanic neighborhoods; partnering with hospitals to provide visits to children and packets for parents; placing collections of Spanish, English, and bilingual adult and preschool books in non-profit agencies, doctor's offices, and hospitals; visiting school classes or after-school programs to tell stories, give book talks, or present special programs of interest to the students; and, planning programs that celebrating the Hispanic cultures, such as films and holiday events.

Libraries may get ideas about outreach programming by benchmarking other libraries and learning from their efforts. The West Indianapolis Branch of the Indianapolis Marion County Public Library (IMCPL) serves a large Hispanic population. Greg Jackson, the Adult Services Librarian at the branch, described the outreach efforts his branch undertakes to provide services to this group in a telephone interview. Branch manager Michael Perry "goes into the schools to build community relations among the kids, who are usually the interpreters for the older folks."[27] He also provides materials for a school that has a strong ESL program for children. These endeavors draw the children and their families into the branch, where they can access the traveling collections of bilingual and Spanish materials that rotate among the branches and participate in library programs. One such program planned for the near future is "Taste of Soul," which will combine African-American and Latino cultures through food and music.

With all programming efforts, both in the library and in the community, it is important to market the event appropriately. Creative marketing that combines traditional and non-traditional methods is imperative to reaching the library's goal of making library resources available to all. Sharon Chickering Moller recommends that libraries "create a high profile in the community" through word-of-mouth advertising and public service announcements in Spanish on local radio and television stations. Research indicates that "Spanish-language advertising on television more positively influences Hispanics."[28] This is because many "lower-income Latinos are not accustomed to reading anything, [thus] written notices and flyers may not attract their attention."[29] However, strategically placing and distributing flyers where people congregate, such as stores, laundromats, bus stops, churches, and social services offices, may also be effective. Other ideas for print marketing efforts include articles, program notices, and advertisements in Spanish-language newspapers.[30]

A final way that libraries can access their communities is by participating in community events. Libraries should take advantage of opportunities to participate in events such as health fairs, celebrations, festivals, literacy fairs, sporting events, and school programs. They can give away bilingual items such as refrigerator magnets, bookmarks, free books, or coupons for a free book on the first visit to the library, and tell people what the library has to offer. If staff is bilingual, they can speak in both languages, allowing the Hispanic person to make the choice of which language to speak. When signing them up for a library card, it might be a good idea to give them a free temporary card instead of checking their ID to avoid the implication that their immigration status is being checked. A library could also offer choices of library card designs and languages.

One potential barrier that a library may face in adequately serving its Hispanic community is a lack of funding. However, in these times when the economy is tight and funding is becoming one of the main issues affecting libraries, the availability of grants specifically for the serving the Spanish-speaking community is growing.[31] REFORMA is a wonderful resource in locating grants specifically for Hispanic collection development. The Library Services and Technology Act (LSTA) also provides grants to libraries wishing to further develop their Hispanic collections. Creative fundraising or sponsorship could also help a library to avoid additional expenditure.

It takes the talents of an entire staff to truly meet the needs of a library's diverse community. The ALA Bill of Rights states that "library-initiated programs take advantage of library staff expertise, collections, services, and facilities to increase access to information and information resources."[32] Each individual's personal talents should be explored and developed, and the responsibility of providing effective services should be delegated by the head of the library or library department. Resources such as the REFORMA website are also excellent tools to gain access to booklists, programming ideas, and staff development programs. Not only must library personnel become involved, but members of the community must be willing to participate in order to make bilingual programs a success. Community partners who are fluent in the culture and language are excellent resources for a library in its efforts to serve the multicultural needs of its community. These needs are met primarily through the library's staff, collection, programming, and outreach services.

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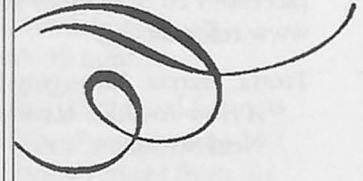Karyn Millikan (kmillika@iupui.edu) is a graduate student at Indiana University School of Library and Information Science, Indianapolis.

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PARTNERSHIPS AND A LIBRARY DISTRICT

by Melody Gault
&
Linda Bruns

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On September 14, 2003, the Brookville Library held an Open House and Dedication of its recently remodeled and expanded 1912 Carnegie library building. Approximately 350 community members filled the library for this event, because the community was so involved in the creation and recreation of this facility. This new facility represents a cooperative and determined effort to make the library a center for the community. A number of partnerships helped bring about both a new library for Brookville and a new library district for the region.

THE BROOKVILLE LIBRARY: HISTORICAL BACKGROUND

The city of Brookville, like many other cities at the turn of the previous century, found itself with a reading room run by volunteers serving as the community's library. In 1911, John C. Shirk, a well-to-do citizen of Brookville and local business owner, applied for Andrew Carnegie's funds in support of a new public library. When Carnegie offered funding contingent on the donation of a site on which to build, Shirk and others in Brookville quickly raised $110 to acquire the site on which the Brookville Library still stands.

The library dedicated on September 19, 1912 was a fine size for the community then. Mrs. Mae O'Byrne Charni was paid $25 each month to serve as librarian. As time passed and Brookville and the surrounding areas grew, the 2,000-square-foot building needed updating and expansion. The need to accommodate both a collection of paintings by Indiana artists and a set of computers for public use were among the factors that led to planning to bring this early twentieth-century library into the twenty-first century.

PARTNERS IN PLANNING

Through the foresight of a local philanthropist, Receda Schilling, Franklin County was the benefactor of almost $1 million in funding to be used in support of the community. The Receda Schilling Endowment was entrusted to the Brookville Foundation, a private foundation, and the FCN Bank for management. Over the years the monies grew and several organizations benefited from the endowment. Part of this money was set aside for the Brookville Town-Township Library.

REBUILDING AND REFURBISHING

Through many meetings and much debate, it was decided to renovate the original Carnegie Library and build an addition. The library now fills 4600 square feet, approximately twice its previous size. The architectural firm that was chosen has local roots. One of the vice presidents of this firm, Todd Thackery, is a resident of Brookville, and he and his firm did a wonderful job of matching the architectural features of the Carnegie building and the addition. The old and new brick work matches almost perfectly. It's been a long process, but Brookville now has a beautiful and technologically functional library that retains its heritage and has moved into the 21st century.

In addition to the support of a local foundation and the work of local architects, the library was also supported in various ways by members of the community. A group of middle school students along with a few of their teachers came to the library one afternoon to help move boxes of books. Unaware of what they taught, one librarian was making a comment about a wall in the stairwell that she thought needed a mural. A hand-drawn picture of two children lying in the grass reading books had been found when packing the library. All around the children were adventures from books like Moby Dick, dinosaurs, and Little Red Riding Hood to name a few. This drawing was mentioned to the teachers, and Jerry Mainos, the middle school art teacher, happened to be there. He said he wanted to make the mural his donation to the library, and as soon as the wall had been prepped, he started the mural.

The patrons were also wonderful. One day the staff was packing books. A lady walked in and said, "I have two hours, point me in the direction you want me, I will help." While she was a stranger to us at the time, she is now one of our most regular patrons. People in the community were like that. A man who uses the computers every day would get up from the computer to help us move shelving units or whatever we needed,

then go back to his computer work. (Side note: We were only closed to the public for three weeks during all the construction.) The patrons were very sympathetic to all we had to put up with during construction. It seemed like on really bad days, a patron would come in and marvel at how nice things were looking – and that always was a pick-me-up.

EXPANDING FROM A LIBRARY TO A LIBRARY DISTRICT

Also, during this planning stage focused on the original library building in Brookville Township, a group of residents in the Laurel Township put forth a plan to form a partnership with the Brookville Town-Township Library to enlarge the Library District to include the townships of Posey, Metamora, and Laurel. This partnership resulted in the expansion of the Brookville Town-Township Library and a new name, the Whitewater Valley Community Library District and a new library building in Laurel, Indiana, in the northwest corner of the county.

Funds for this project were secured through, the SEIOC and the building was built on the site of the old elementary building in Laurel, which had burned in 1975. This beautiful building is now five years old and is a wonderful addition to the area, all as a result of a partnership within the county of citizens seeing a need and working to find ways to meet those needs.

TECHNOLOGY AND THE LIBRARY

Another partnership that developed because of LSTA funding is the joint effort of the Franklin County Historical Society and the Whitewater Valley Community Library District to digitize local documents and pictures of Franklin County. This partnership was the result, also, of people seeing a need and working to find funds and resources to meet those needs. The Franklin County Historical Society had procured state-of-the-art scanning and digitizing equipment through the Lily GIFT IV program. This equipment is housed in the Genealogy Room at the Brookville Community Library, available for use by community members.

The Board of Trustees of the Whitewater Valley Community Library applied for and received LSTA Grant monies for digitization of local historical documents in the amount of $25,000.00. We developed a web site with the tireless efforts of some dedicated local historians and a few library staff members. The library has many family histories, family indexes, and numerous photos. Staff members and several Historical Society volunteers worked hours to digitize this information so it is accessible online. This can be viewed at http//:www.franklinchs.com/PPP/ and also at the library's site at http://www.wvcl.org/. Additionally, the community site features historic photographs of the region, community links, and local history.

MAKING YOUR LIBRARY A CENTERPIECE FOR THE COMMUNITY

Community partnerships are very important. This was stressed in a three-day class WVCL staff took, "Making Your Library a Centerpiece of the Community," taught by Sara Laughlin. Since taking this class, staff has tried to become involved in as much in the community as possible. We are entering into a Mainstreet Revitalization Project. The library is represented on the committee for this important part of our community. Even though the library has renovated and added on, it is still important to be involved with the rest of the community renovation.

Our partnership with the Judge and the Probation Department has blossomed. As a result, we have around 40 adults attending our GED classes. This is 40 people who might not have entered the library otherwise. The public needs to see that the library today is more than dusty books on shelves. We should be here to meet them where their needs are.

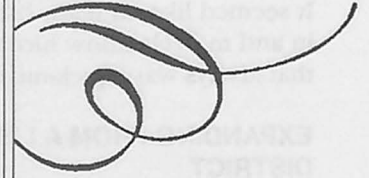## ABOUT THE AUTHORS

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MINDSHIFT AT THE

NORTHERN INDIANA COMPUTER

CONSORTIUM FOR LIBRARIES

by Linda Yoder

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The challenge of each organization in the 21st century is to adapt... accelerate... innovate... learn... and transform itself to fit the world's constantly changing conditions, according to author Price Pritchett, in his book titled *Mindshift: The Employee Handbook for Understanding the Changing World of Work*.[1] With the development of the computer and improvements in telecommunications, horsepower is giving away to brainpower. The world of work is being completely transformed. Pritchett advocates that we take personal responsibility for embracing new technology, taking on temporary structures to suit the situation at hand, a so-called moving of the walls to make sure our organization functions in the Information Age.

In July 1998, ten libraries moved the walls to redefine the way we do our work. Those ten libraries who met nearly six years ago to begin this venture are Argos Public Library, Bell Memorial Public Library (Mentone), Bourbon Public Library, Bristol Public Library, Middlebury Community Public Library, Milford Public Library, Nappanee Public Library, New Carlisle Public Library, Syracuse Public Library and Wakarusa Public Library. At the onset, these libraries received matching funds from the Indiana State Library to support the first contract period. The vision was to join together to hire one computer support provider to address the technology needs of member libraries of all sizes and levels of experience. Today, the Northern Indiana Computer Consortium for Libraries (NICCL) has 47 members in 21 counties. What follows is a glimpse of the mindshifts that have occurred as together we address the rapid changes that are today's technology-driven realities.

From the start, each library was looking for affordable computer support to help guide in the implementation of technology. While the needs varied from one library to the next, there were common issues:

- Many were paying $75 to $125 per hour for computer support.

- Most of the libraries were working with a computer support company or individual who only had one library as a client.

- With grant funding available for technology, many of the libraries were researching solutions to the same or similar needs or directions.

Armed with a mission to cultivate a technology consultant as an expert in services specific to libraries in a manner that is affordable and available to each library regardless of size or budget, the following plan emerged and was set into place.

ORGANIZATION

Two agreements provide the structure for this group project. An Interlocal Agreement between the participating libraries defines how the libraries interact as a group. One library is designated as the Accounts Payable Library. This Library receives payments from the member libraries for purchase of hours. The Accounts Payable Library also issues monthly payments on behalf of the group to the Service Provider.

The Computer Support Agreement outlines the interaction of the Group with the Service Provider. The following terms were incorporated into this agreement to provide the flexibility to best meet the needs of libraries of different size and at different levels of development in the use of technology. These guidelines also keep it a manageable contract for the Provider, knowing that efficient use of their time and resources builds their profit margin and encourages a long term commitment which in the end benefits member libraries as well. For example, during the past five years, the Service Provider has become familiar with many library affiliations such as the Indiana State Library, the Indiana Cooperative Library Services Authority (INCOLSA), the Indiana Higher Education Telecommunications System (IHETS), and various vendors of library application software including Ameritech Library Services, EOS International, and SIRSI. Each interaction builds knowledge and awareness that carries over to every member library either directly or indirectly.

TERMS

Services include software installation and upgrades, programming, troubleshooting hardware and software

conflicts or problems, peripheral installation, software and hardware specification and configuration, consultation, network design and configuration, and training.

Each library may choose "scheduled," "as needed" or "routed" service calls. If the library chooses a regular schedule of service time where the technician is on-site a minimum of 4 hours per trip, no travel time is charged to the library. If the library chooses "as needed" service, support time is arranged at least one week in advance and one-way per hour travel time is charged to their account. "Route service" can be scheduled as many as five times per week or as little as once per month. The technician arrives at a regular pre-designated time for a minimum of two hours.

For emergency calls, a technician arrives within 24 hours of the call. Recognizing that some libraries could need evening and weekend technical support hours for upgrades or special projects, the Computer Support Agreement includes regular rates for special arrangements that are made at least one week in advance. Emergency weekend and evening rates (after 5 pm Friday and before 7 am Monday) are billed at double time. Phone and remote access support are billed at the hourly rate divided to the minute.

To provide accountability and assurance of performance, the Provider is paid in monthly installments by the Accounts Payable Library with a percentage of the contract withheld until the end of the contract period pending settlement of any disputes between the libraries and the Service Provider.

GROUP BENEFITS

Three words summarize the benefits as a whole: affordable, flexible, and experience.

Affordable:

- Computer support rates can equal $75-$125 per hour: Group Agreement rates are significantly discounted ($45 or less...read on!)

- Each library pays only for actual hours used. Individual accounts are reconciled at the end of the contract period with refunds or credits and invoices issued accordingly.

- Employee benefits and payroll taxes associated with adding a staff position are eliminated.

- Libraries can budget for service time.

- Group purchasing can give competitive discounts on items from software and hardware to professional services or on-line resources

Flexible:

- Hours are used on "as needed" basis or can be on prearranged "scheduled" or "routed" visits (for example weekly, biweekly, monthly).

- Service time is "flexible function," in that hours can be used for repairs, support, consultation, networking, programming, etc. to meet the needs of each individual library regardless of size, level of technology or expertise.

Experience:

- Provider has experienced, well trained group of technicians.

- A staff of employees (current Provider has seven) spends a combined 300 hours per week working with library clients often on issues specific to libraries.

- Knowledge gained from individual projects benefits the group.

- Standardization, though not required, increases productivity through familiarity.

- Customized training is offered in a classroom setting at the provider's site or individual or group training at the library.

PROVIDER BENEFITS AND SELECTION

For the Service Provider, the benefits of this arrangement are a steady income and a regular schedule. In addition, the commonalities in their client base with the addition of each library reduces the learning curve and results in a more efficient use of support time. To give the Provider essential information about each client, the first item on the agenda for new member libraries is a complete on-site inventory including all hardware, software and peripherals. The inventory provides basis for future recommendations for that individual library but also gives the Provider a more complete picture of what can be learned from one library to the next. The Provider again becomes more knowledgeable about libraries as a whole and can serve as a conduit for members to learn from each other.

There are several determining factors that should be considered when selecting a Service Provider. Beyond standard considerations such as checking references to establish the viability of the company and their reputation with existing clients, there are selection criteria particularly significant to a group agreement of this nature. For instance, with 47 member libraries and the potential for more to join, the size of the company is an important factor. Are there enough technicians to adequately cover a 21-county geographic area? How will the travel time be calculated for members who are "on the fringe" of the service area? Are there satellite offices or does the company have one base office?

The CEO's vision for the future of technology and how that might translate to library services and needs is important. Is the company proactive or reactive? Are they focused on troubleshooting existing problems or

preventing them? Due to the competitive and rapid-changing nature of the business, it is not unusual to see a significant turnover in computer technicians within a company. What is the level of expertise at the company and how do well do they retain experienced employees? What kind of organizational structure do they have in place to deal with complexities of servicing multiple clients in library settings? Will they have one technician assigned to ten libraries, for instance, or will they have technicians who specialize? One technician may work on network setups while another may specialize in hardware repair. Our experience over the years has shown that there are pros and cons with each approach. On these issues in particular, most important is the company's commitment to the group and their responsiveness and willingness to adapt to what works and what doesn't.

GROUP ACTIVITIES

The NICCL member libraries meet a minimum of four times per year. An advisory group meets more frequently to set agenda for member meetings. Speakers are arranged as appropriate to cover topics such as CIPA (Children's Internet Protection Act), the USA PATRIOT Act or Cash Needs During Reassessment or the vision from the Indiana State Library for libraries, technology and distance learning. Direction for group activities is also discussed by the Advisory group. Examples are listed here.

Technology Grants

Collectively, NICCL member libraries have received $609,333 in Library Services and Technology Act (LSTA) Grants during the past four grant periods. Individual, partnership and group applications are submitted under a NICCL cover letter. The Service Provider takes the lead in writing specifications and providing the technical expertise to members as needed. The cover letter includes a description of technology standards established for the group. Projects have included Internet connections, Y2K compliance, the establishment of local area networks, retrospective conversion, implementation of on-line catalogs, and digitization.

Software Development

Summer Reading Program Plus was developed to register participants and track statistics. The program allows setups for branch libraries, multiple "reading" levels, and printed mailing labels.

Local Roots gives NICCL members opportunity to make genealogy records (obituaries, births, marriages) accessible on the Internet. Community Heritage Online gives those with extensive history collections the opportunity to automate photos, microfilm records, and audio or video clips.

Group Auction

On two occasions, member libraries have held a group auction to dispose of used computers and other library equipment, furniture, or materials. Savings in advertisement and auctioneer costs were advantages to the group as well as a larger overall sale.

Technology Standards

A NICCL Technology Committee maintains a standards manual with recommendations for General PC Security Standards, PC Standards, Network Standards, and Automated Accounting System Standards. The manual includes Indiana State Library Automation Guidelines and Indiana State Board of Accounts Guidelines.

Mentor Program

While each NICCL meeting is an opportunity to learn from each other, a mentor program helps support members on issues such as technology funding. A survey identified those who have experience and are willing to help establish a Library Capital Projects Fund or Library Improvement Reserve Fund, or help apply for Universal Service Fund discounts or other grants as they may be available.

Group Purchase Discounts

Due to the structure of the LSTA grant applications and the technology standards put in place by the NICCL Technology Committee, NICCL members have received significant discounts for projects such as Y2k compliance and local area network installations. Investigation and/or implementation of other products has occurred for filtering software, on-line reference services, spam blockers, on-line meeting room and events calendars and Internet access management software.

MOVING THE WALLS

Growing a technology consultant as an expert in services to libraries over the past five years has yielded additional services beyond those outlined in the original agreement. Beyond the basics, the Service Provider offers assistance in development of Technology Plans and bid documents. Thousands of dollars have been saved in building projects where the Provider has served as a knowledgeable consultant, not only familiar with the technology needs, but the bidding and construction process as well. The Provider serves as liaison between libraries and vendors and can coordinate meetings and site visits as needed with other experts to assist in the implementation of new technology.

Currently at 47 members, the group continues to grow. Both the Interlocal Agreement (between libraries) and the Computer Support Agreement (between the Group and the Service Provider) were reviewed by a

library attorney and the State Board of Accounts at the beginning of this Consortium. Each agreement was designed to incorporate new libraries at any time by amendment. Under terms of the current contracts, a minimum participation level is set at 40 hours at $45 per hour for an initial cost of $1,820. To add an amendment, a minimum purchase of an additional 20 hours is required for an additional total amount of $900. A quantity discount is applied for purchases of 200 hours or more, reducing the rate to $40.50 per hour. To date, 16, 950 total hours have been purchased representing an investment of $618,705 in technology support.

We are in the midst of another mindshift, a restructuring of the agreements to better manage the administration of the group and accommodate additional growth. The concept is proven; we're now shifting the walls to make room for the next changing shape.

At the same time, library groups from other states are forming similar alliances. And other local nonprofit organizations within a two-county area are looking at the model as well.

Pritchett clearly states that change is inevitable and most significantly so in the fast-paced technology and information services area. And through it all, creating a learning environment is key. As the walls shift around this concept, regardless of size or number of computers or types of needs, each library has better opportunity to put into place efficient and effective means for connecting with local schools and other educational institutions and libraries in the state, in the nation, and around the world to provide the best possible learning environment for all, both as information providers (allowing access to on-line catalogs and local collections and resources) and information seekers.

NICCL Members and Population Served   January 2004

Library	County Served	Population
Akron	Fulton	2,827
Argos	Marshall	3,764
Bell Memorial	Kosciusko	3,678
Bourbon	Marshall	2,970
Bremen	Marshall	8,584
Bristol	Elkhart	7,019
Butler Public Library	Dekalb	4,400
Carnegie Pub. Lib. of Steuben Co.	Steuben	13,982
Converse	Miami	3,107
Crown Point	Lake	33,069
Culver	Marshall	3,133
Decatur Public Library	Adams	9,528
Eckhart Public Library	Dekalb	12,976
Flora	Carroll	3,901
Francesville	Pulaski	1,979
Fremont	Steuben	6,543
Fulton County	Fulton	16,227
Garrett	DeKalb	8,834
Gas City	Grant	9,394
Huntington City-Twp. Pub. Lib.	Huntington	21,262
Jasper County	Jasper	27,947

| Library	County Served	Population
Kendallville Public Library	Noble	16,783
Lake County Public Library	Lake	220,722
Ligonier	Noble	6,600
Marion	Grant	31,320
Middlebury	Elkhart	17,002
Milford	Kosciusko	4,597
Monterey	Pulaski	1,130
Nappanee	Elkhart	6,710
New Carlisle	St. Joseph	3,914
Noble County	Noble	22,892
North Judson	Starke	4,987
North Madison	Madison	21,031
North Manchester	Wabash	6,260
Peabody	Whitley	13,509
Pendleton	Madison	20,663
Plymouth	Marshall	18,609
Pulaski County	Pulaski	10,646
Roanoke Public Library	Huntington	1,495
South Whitley	Whitley	5,404
Starke County	Starke	18,569
Syracuse	Kosciusko	9,032
Tipton	Tipton	16,577
Wakarusa	Elkhart	5,732
Warren	Huntington	2,529
Warsaw	Kosciusko	25,262
Waterloo	DeKalb	3,114
Total		**420,323**

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Linda Yoder (lyoder@nappanee.lib.in.us) is Director of the Nappanee Public Library. She wishes to acknowledge the Computer Support Agreement referenced here which is modeled after one used by the Nappanee Public Library for five years and Martha Roblee at the Indiana State Library for her help and encouragement.

NOTES

[1] Price Pritchett, ed., *Mindshift: The Employee Handbook for Understanding the Changing World of Work* (Dallas, TX: Pritchett and Associates, 1996).

THE INDIANA STATE LIBRARY:
PARTNERSHIPS AND COOPERATION
ACROSS THE LIBRARY PROFESSION

by Andrea Bean Hough
&
Martha Roblee
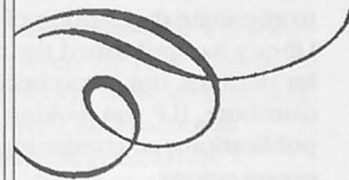
he Indiana State Library has been in-volved in partnerships and cooperative ventures with libraries and allied organi-zations and agencies for decades. Because of the Library's unique role in providing services to both government and its citizens, these partnerships are integral to the Library's functioning and support of information services throughout the state. Partnerships involve the commitment of Library resources, whether staff time, money, or the contribu-tion of materials. The Library has made use of partner-ships that result in better services to Indiana's library community and to the people of Indiana. Projects and services resulting from these partnerships range from expanded genealogy holdings to public programming for library trustees to support of INSPIRE, Indiana's Virtual Library. New partnerships are under develop-ment as well, and hold promise for continued improve-ment of library services across Indiana – an objective central to its primary responsibilities.

AN OVERVIEW OF THE INDIANA STATE LIBRARY'S SERVICES AND MISSION

The Library has been in existence since 1825, when it was created by act of the General Assembly. Until 1934 it was housed in the State House, where it pro-vided current and historical information for legislators, state employees, and the general public, as well as providing assistance to Indiana's library community. In 1934, the Library moved to its current location in the Indiana State Library and Historical Building, which recently underwent an extensive restoration and renovation. Since 1825, its mission and collections have changed considerably, as the Library grew into its modern role, changing from a library serving only state legislators and officials to one that provides a wide range of services to Indiana's libraries, historians, genealogists, the business community, educators, persons who are unable to read standard print materi-als, and state employees and officials.

The duties and functions of the Library, as stated in the *Indiana Code*, includes the following activities:

1) Developing and providing library services to state government, its branches, its departments, its officials and its employees,

2) Providing for the individual citizens of the state those specialized library services not generally appropriate, economical, or available in other libraries of the state,

3) Encouraging and supporting the development of the library profession, and

4) Strengthening the services of all types of publicly and privately supported school, academic, and special libraries.[1]

The Library is also mandated to collect and main-tain a collection of books, periodicals, newspapers, maps, manuscripts, audiovisual materials, and other materials for the following purposes:

1) To meet the informational, educational, and research needs of state government,

2) To preserve and make available for use materials bearing on the history of the state,

3) To meet the specialized library needs and interests of the citizens of Indiana, and

4) To supplement the reference and materials re-sources of the libraries of the state[2]

As a small state agency, the Library would be unable to meet its broad mandates for services and collections without the development of useful and supportive partnerships with other libraries, library organizations, and related agencies and repositories. Over the de-cades, the Library has built a number of partnerships that allow better services, collections, and support for the people of Indiana and their libraries.

LONGTIME PARTNERS

One of the longest-standing partnerships of the Library is with the Indiana Library Federation. Both the Library and ILF have missions that include improved services to Indiana libraries and librarians, and their projects support this activity. Since the 1970s, ILF and the Library have jointly produced publications such as

Focus on Indiana Libraries and the journal *Indiana Libraries*, with staff from the Library serving on the Publications Committee of ILF, and the Library providing funding towards those publications. This occurred to eliminate duplication of effort and save money. The Library had published the newsletter *Library Occurrent* for decades, but it was becoming costly to print and distribute. ILF was looking for additional funding for its publications, so combining efforts benefited both organizations.

The Library also provides some funding for programming for the Indiana Library Federation through the Library Services and Technology Act. These have included annual conference programs for public library trustees. In 2001, the topic was A Governance Model for Library Boards with library consultant Pat Wagner speaking. In 1998, the Library sponsored Ellen Miller speaking on the ABCs of Trusteeship in an Electronic Era, with a follow-up in 1999 on Trustees and Technology. The Library has also been actively involved in the development and distribution of publicity materials about public libraries in general and INSPIRE through another LSTA grant awarded to ILF. In 2003 the project was funded at $150,000, as it is again for 2004.

The State Data Center Program is a state-U.S. Census Bureau cooperative program that makes census information and data available to the general public through a local network of state agencies, libraries, universities, and local governments. The partnerships creating the State Data Center Program are among the Census Bureau's longest and most successful.[3] The Census Bureau began the State Data Center Program in Indiana in 1977 as a pilot project. The program was so successful that the SDC program officially began in 1978. The Indiana State Library is the lead agency of the Indiana State Data Center program, and the Indiana Business Research Center (IBRC), the Kelley School of Business at Indiana University, and the Indiana Department of Commerce are coordinating agencies. The lead and coordinating agencies meet monthly and work closely to help each other, their affiliates, and the citizens of Indiana. The governor appoints lead agencies in each state to serve as the contact between the state and the Census Bureau. Coordinating agencies are organizations that partner with the lead agency to participate, and are responsible for particular areas of information (core competencies). Affiliates are "mini" data centers, providing a mix of census data and local information for patrons.[4]

Sharing a governing board with the Indiana Historical Bureau, the Library has embarked on joint projects and partnerships with the Bureau over the decades. As both agencies have fewer staff, the Bureau and Library have become more involved in partnerships to make better use of existing resources, a trend that should continue. Recent projects have included planning and enduring the renovations of the Indiana State Library and Historical Building from June 2001 through the fall of 2003, joint exhibitions, co-hosting of events such as book signings and special celebrations, and providing research assistance and materials for Bureau publications. In October, the Bureau and Library hosted a book signing by Indiana author Bill Barnes, whose work was published by the Bureau. Because of the Bureau's expertise in publications, its staff has provided design and publishing assistance for Library publications.

Another long-time informal partnership has been with the Indiana Historical Society, in the area of genealogy, which developed in part because the two organizations shared the same building until 1999. The Indiana Historical Society does not collect materials specifically for genealogical research, although resources in their collections can be useful for family history research. Donations of family histories and similar materials are transferred from the Indiana Historical Society to the Genealogy Division of the Library, which has one of the largest collections of genealogical research materials in the Midwest, with more than 40,000 volumes, hundreds of thousands of microforms, and over 1,000 CDs. In addition, Genealogy Division librarians provide training at the beginning family history workshops given each year by the Indiana Historical Society.

The Library also has formal partnerships with INTELENET, a state commission, and IHETS, a higher education consortium, that provide such services as Internet access to public libraries, IP phone project, wireless access, and distance education. IHETS and INTELENET work together to offer public libraries Internet service with the State Library getting state funding for the service. INTELENET also contracts on behalf of the State Library with a consultant to file for the USF discounts for those Internet lines as a consortium, thereby taking that burden off of the libraries. These services began in 1998.

Distance education is another service offered jointly, as it is dependent on the Internet lines and on the bridging service run by IHETS. IHETS technical staff members make all these services work, and run the domain name service for the libraries. This partnership, which includes INCOLSA, began in 1998 also. The Library has been involved with the development of the Indiana Learning Portal, a project geared toward the educational community and life-long learning, which is jointly developed by IHETS, the Library, INCOLSA, and the Academic Libraries of Indiana. Administratively, the Director of the Library serves on the INTELENET Commission, and a representative from the Library serves as the representative for Indiana's libraries on the IHETS Board of Directors.

INCOLSA and the Library have a longstanding relationship as well. Much of the funding for INCOLSA comes from the Library through its distribution of federal funding from the Library Services and Technology Act, as well as additional funding from the State of Indiana. State funding of INCOLSA began in 1978 at $350,000 and gradually increased to $809,098 in 1990. After the mergers of the area library service authorities (ALSAs) and INCOLSA in 1995, INCOLSA received the funding the ALSAs used to receive, raising their funding levels to $2,408,848. Funding varies from year to year from LSTA (federal) grants. This fiscal year, five INCOSLA projects were funded from LSTA monies for a total of $1,546,995. Federal grants have been given since INCOLSA's founding, including a grant for the Cobicil report in the early 1970s, which led to the creation of INCOLSA in 1974.

Working with INCOLSA, the Library co-sponsors INSPIRE, and partners to provide training, distance education, and the joint INCOLSA – ILF - Indiana State Library calendar for librarians. Staff from INCOLSA and the Library meet regularly to coordinate activities and avoid duplication of effort. Working through INCOLSA allows the Library to accomplish objectives that would be difficult or impossible as a state agency.

As the Indiana Regional Library for the Blind and Physically Handicapped, the Library's Special Services Division works closely with National Library Service for the Blind & Physically Handicapped (NLS) to provide materials to Hoosiers who are unable to read standard print because of a visual or physical handicap. Each year, the Library distributes approximately 250,000 special audiocassettes and players, Braille books, and large print books to Hoosiers, and provides circulating large print collections to Indiana public libraries. The Special Services Division has been a part of the NLS program since 1934, making its work with NLS one of the oldest partnerships of the Library. In turn, the Library works with the four sub-regional libraries in Indiana in Columbus, Evansville, Elkhart, and Merrillville, providing assistance, information, and serving as the backup collection for their service populations.

Additional cooperative ventures or partnerships focus on providing access to information. The Library is the State of Indiana's only full federal documents depository, working closely with the other federal documents depository libraries around Indiana to assist in processing disposal lists, providing advice and assistance, and maintaining the electronic discussion list for federal document librarians in Indiana. The Library also is responsible for the state documents depository program, collecting and distributing publications from Indiana state agencies to the twelve state depository libraries in Indiana and the Library of Congress. The Library provides interlibrary loan ser-

vices to Indiana's libraries as well, and sends circulating materials around the country through interlibrary loan.

RECENT DEVELOPMENTS

A recent partnership has been created for a grant-funded digitization project between the IUPUI Libraries, the Indianapolis Marion County Public Library, and the Library. This project, approved for funding in November 2003 by the Indianapolis Foundation's Library Fund, will involve digitizing historic materials related to Indianapolis and the greater metropolitan area from the collections of the three libraries, and providing those materials online for use by the public. The IUPUI Libraries are leading the project, providing technical expertise and facilities, while the Library is contributing maps, atlases, city directories, and other materials that will be of use to historians, genealogists, educators and students, the business community, and others.

Finally, the Library hosted a Digital Library Summit in December 2003. This brought together representatives from all types of libraries in Indiana, as well as organizations such as ILF, INCOLSA, the Indiana Historical Society, and the Indiana Humanities Council. Working together, the group hopes to create a framework for discussion, development of standards, and the eventual creation of a "Digital Library of Indiana" which would provide cross-collection searching of digitized materials from libraries, archives, museums, and other cultural repositories throughout Indiana, with a strong educational component to make those materials more accessible to the P-16 educational community and lifelong learners.

INTO THE FUTURE

This is an exciting time for the Indiana State Library. Most of the partnerships described are the result of years of joint effort with Indiana organizations such as ILF, INCOLSA, the Indiana Business Research Center, and the Indiana Historical Society. Other partnerships, such as those resulting from the digitization project with IMCPL and IUPUI, are still in their nascent stages and will grow during the years. Additional library summits are planned for the areas of distance education and libraries' impact on economic development, as a way to bring together librarians and allied professionals to discuss common aims and goals. The Library continues to look for productive partnerships with other organizations, agencies, and libraries, where the resulting service or project will be of benefit to the people and libraries of Indiana.

NOTES

[1] *Indiana Code (4-23-7.1-2)*

[2] *(IC 4-23-7.1-3)*

[3] http://www.census.gov/sdc/www/

[4] U.S. Census Bureau. *State Data Center Program Guide* (Oct. 1999), Appendix B.
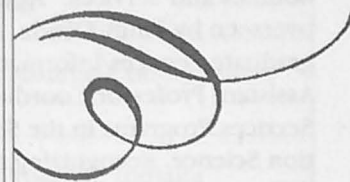
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A COLLABORATIVE APPROACH
TO TEACHING "REFERENCE"

by Debora Shaw
&
Emily Okada

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INTRODUCTION

In 2001 the Indiana University School of Library and Information Science (SLIS) revised its curriculum for the Master of Library Science Degree.[1] The employers of SLIS students, SLIS alumni, and the faculty members and students who participated in the curriculum review agreed that, even at the dawn of the 21st century, any student planning to call himself or herself a librarian would need to take a course in reference sources and services.

Our easy acceptance of a basic grounding in reference as a sine qua non for librarians is not surprising. "Reference" is also an easy sell for incoming students: whatever their experiences or stereotypes, almost all have interacted with a reference librarian before their arrival at SLIS. Those students who do not plan to "do reference" or even become librarians can usually be persuaded that learning about information sources will help them be better, more efficient users of libraries as they pursue their studies.

DEFINITIONS OF REFERENCE

What, exactly, should students learn in this basic, required reference course? Given the range of "customer" perspectives (a variety of students, their potential employers), it is not surprising that there will be many answers to the question. The American Library Association's Reference and User Services Association's "Guidelines for Information Services" begin:

> Libraries have an inherent obligation to provide information service to support the educational, recreational, personal and economic endeavors of the members of their respective communities, as appropriate to the libraries' individual missions.

> Information services in libraries take a variety of forms including direct personal assistance, directories, signs, exchange of information culled from a reference source, reader's advisory service, dissemination of information in anticipation of user needs or interests, and access to electronic information.

> A library, because it possesses and organizes for use its community's concentration of information

resources, must develop information services appropriate to its community and in keeping with the American Library Association's Library Bill of Rights.

These services should take into account the information-seeking behaviors, the information needs, and the service expectations of the members of that community.

Working with just these four sentences, a basic reference course should encourage students to understand:

1. the variety of libraries in the world and the range of purposes for which they are used

2. the kinds of assistance librarians can provide for library users

3. the professional expectations of reference service

4. the research and evaluation on which services are developed and improved.

Wilson (2000, pp. 389-390) divided the abilities to be covered in a course for reference librarians into three areas:

1. Training users to access and evaluate information sources. (The ability to access and evaluate the validity of information sources is a key element in developing information literacy.)

2. The "invisible function" of reference librarians grounded in the fact that many users are not clearly aware of their initial information needs.

3. Service that provides users with information about information (meta-data) as well as factual information from the ready reference sources.

This is indeed a lot to cover in one course, even if it is viewed as an entry-level course which will serve as the introduction for further study. Teaching a beginning reference course is all the more daunting if one recalls one's own introduction to reference work fondly (generations of Indiana librarians still speak of SLIS former faculty members Marian Armstrong and Joyce Taylor, among others, with great respect).

TEAM TEACHING AS AN OPTION

The basic reference course for students in SLIS's Master of Library Science program is "Information Sources and Services." At Bloomington it has been overseen by Emily Okada, Associate Librarian, Undergraduate Services/Information Commons, and Adjunct Assistant Professor/Coordinator of Reference and Public Services Programs in the School of Library and Information Science. Recognizing the value of presenting different perspectives in information services, she had developed an extensive roster of practicing librarians who spoke to the class each term. We decided to develop this approach further, with the goal of adjusting the mix of theory and practice to suit an entry-level graduate professional course. An additional aim was to allocate responsibilities for the course to "play to the strengths" of the instructors.

Experts in education talk about team teaching and teacher collaboration – enabling teachers with diverse backgrounds to work together. Heath, Carlson, and Kurtz (1987) provide an interesting perspective on team teaching in professional education. They considered three models for teaching the basic optometry course: a single instructor, multiple lecturers, or team teaching, and chose team teaching approach. They found several advantages with this choice, including the consistency in how topics were covered and the integration of theory and practice.

We adopted the team approach with the hope of discovering similar strengths. Because the course is required for all Master of Library Science students, offering an intellectually challenging, consistent, and repeatable introductory course was essential. We have approached the course as the first step in the students' professional careers, the aim is to develop a partnership between students and instructors where opportunities and responsibilities for teaching and learning are shared.

SLIS enrollment continues to be strong. In fall 2002 there were 111 new MLS candidates in Bloomington, seventy-three of them enrolled in L524: Information Sources and Services (the "Reference" class, formerly L504). In fall 2003, seventy-five students took the course. Spring semesters see fewer students, but never fewer than thirty in the past two academic years; the summer section of L524 has robust enrollment as well. The challenge for us was to provide a quality learning experience for the students and a satisfying teaching experience for instructors.

The School's objectives for the course are:

1) To prepare students to become effective reference librarians. They will understand their responsibilities to clients seeking information, and the nature of the information resources reference librarians use;

2) To assist information seekers, they will have theoretical and practical perspectives to:

Understand how people approach the search for information

Be able to assess information needs effectively through question negotiation

Be able to contribute to information literacy/ library instruction services

3) To use information resources effectively they will:

Accurately and efficiently identify information sources, both print and electronic

Carefully evaluate information sources, both print and electronic

Use appropriate and efficient search strategies

4) They will be prepared for professional responsibilities, comprehending the goal of effective reference services for diverse clienteles in all types of library and information center settings.

These are widely accepted as important skills for reference librarians. Further, we believe, students will learn these complex skills best when they can take advantage of various learning opportunities and role models. Observing and interacting with practicing reference librarians provides this variation and reinforcement.

IMPLEMENTING THE LECTURE/DISCUSSION APPROACH

The Information Sources and Services course has continued to evolve from 2002 through 2004. Several librarians have been remarkably generous with their time and expertise. Many of the people listed in Table 1 have made more than one presentation to the class. We have gradually adjusted the assignments to these lecturers, using student feedback as well as the perspective of the course coordinators to have the speakers focus at the level where most students are able to absorb the material. We have also increased the consistency of assignments and explored ways to engage learning without overburdening instructors with grading. The advice of experts from Campus Instructional Consulting and the Campus Writing Program has been helpful, as has the enthusiastic support of Zilia Estrada, the doctoral student who assisted with the course in 2003-2004.

Table 1. Lecturers in Information Sources and Services at IU Bloomington, 2002-2004

Name	Position
Steve Backs	Manager, Adult Services, Monroe County Public Library
Kris Brancolini	Director, Digital Library Program, Indiana University Libraries, Bloomington
Jennifer Bryan	Reference and Documents Librarian, Law Library, Indiana University, Bloomington
Angela Courtney	Librarian for English and American Literature, Indiana University Libraries, Bloomington
Diane Dallis	Instructional Services Librarian, Information Commons/Undergraduate Services, Indiana University Libraries, Bloomington
DeLoice Holliday	Multicultural Outreach Librarian, Information Commons/Undergraduate Services, Indiana University Libraries, Bloomington
Cecile Jagodzinski	Director of Collection Development and Digital Scholarship, Indiana University Libraries, Bloomington
Lou Malcomb	Head, Government Information, Microforms & Statistical Services, Indiana University Libraries, Bloomington
Marsha Miller	Instruction Librarian, Indiana State University Library, Terre Haute
Mickey Needham	Manager, Ellettsville Branch, Monroe County Public Library
Bob Noel	Head, Swain Hall Library, Indiana University, Bloomington
Mary Popp	Public Services Librarian, Library Information Technology, Indiana University Libraries, Bloomington
Jeanne Holba Puacz	Systems and Reference Librarian, Vigo County Public Library, Terre Haute
Mary Strow	Head, HPER Library, Indiana University Bloomington
Carolyn Walters	Head, Information Commons/Undergraduate Services, Indiana University Libraries, Bloomington

One assignment has remained constant: the observation and description of a library public service desk. We reserve time for students to meet in groups of two or three with one of the course coordinators as they work on this assignment. The end-of-semester paper describing this experience is an opportunity for all the coordinators to see how well students have integrated ideas from their readings, lectures, and discussions in this class and others, as well as their prior experiences and professional aspirations.

The general plan for the course is to have a weekly lecture for all students, supplemented by discussion sections of smaller size. The lecturers present "eternal verities" and provide the first hand experience that enriches students' understanding of what reference and public services work entails. We attempt to address issues at the students' level. One speaker mentioned being "on the desk" about 15 hours a week, which prompted a student to ask what librarians do with the rest of their time. (As noted above, this is an introductory course; as instructors, we are pleased when the classroom atmosphere encourages students to ask what is on their minds.) The guest speakers are also, unavoidably, role models. Having a variety of speakers reinforces that reference librarians have different philosophies of service as well as a variety of places of employment and supervision.

The discussion sections serve two purposes. Sometimes they expand on the lectures, for example with a practicum hour spent in the library reference room answering ready reference questions after the lecture on that topic. Other weeks the discussion sections may deal with theoretical issues, such as models of information seeking, or with topics which lend themselves to exploration and small group discussions – we usually have a class observe as one member asks a chat reference question during the session on computer-mediated reference communication, for example.

NEXT STEPS

Part of the fascination of public services is the constancy of change. For practicing librarians, developments are part of growing with the job – and sometimes it is worth recalling how much has moved has changed since we verified citations in the printed *National Union Catalog*. New librarians in a sense make a giant leap to join the ranks. Chandler (2001, p. 263) describes the challenge:

> Through the curriculum in graduate schools, reference and information access professionals must be prepared to adjust to the different levels of user experience and sophistication, to adapt to various roles as providers of assistance on accessing information, and to assist users to clarify their

information needs in physical or virtual environments. Graduates must be prepared to implement and design services with an understanding of cognitive styles and their effect on the information-seeking behavior of users. Information providers must understand and consider the contextual setting in which people seek, use, and create information. In addition, information professionals must provide information services and products to increasingly culturally diverse populations.

Each semester the faculty and students in L524 forge a new partnership in exploring reference sources and services. The rapid evolution of the reference sources is matched by the continuing enthusiasm of incoming MLS candidates who will develop the perspectives, skills, and experience to be effective, sometimes outstanding, reference librarians. We are intrigued by the other kinds of partnerships waiting to be developed, refined, and explored in teaching this course. Readers of *Indiana Libraries* interested in contributing to the Information Sources and Services course as speakers or in other ways should contact either of the authors.

NOTES

[1]The foundation courses for the Master of Library Science program develop skills in five areas. Students must choose at least one course from each area:

1. Assist and Educate Users of Libraries and Information Centers

    L524 Information Sources and Services

2. Develop and Manage Library Collections

    L528 Collection Development and Management

3. Organize and Represent Information Resources

    L505 Organization and Representation of Knowledge and Information

    L520 Bibliographic Access and Control

4. Apply Management and Leadership Skills

    L527 Management of Libraries and Information Centers

    L550 Issues in the Management of Library Services and Programs

    L553 The School Media Specialist

    L587 Rare Book Libraries and Librarianship

5. Conduct and Analyze Research

    L509 Introduction to Research and Statistics

    L643 Evaluation of Information Systems

    L651 Evaluation of Library Sources and Services

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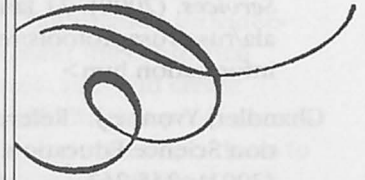
The only way to make a man trustworthy is to trust him.
Henry Stimson (1867 - 1950)

Do not trust all men, but trust men of worth; the former course is silly, the latter a mark of prudence.
Democritus (460 BC - 370 BC)

Trust, or "an individual's belief in, and willingness to act on the basis of, the words, actions, and decisions of another"[1], is one of the most important components of partnerships. Without it, groups experience suspicion, defensiveness, and harmful conflict. With it, partnerships can thrive as people comfortably come together to collaborate and share ideas openly. An understanding of trust—what it is, how it develops, and how it can be repaired—is important for anyone planning to partner with others.

WHAT IS TRUST?

Researchers have found that two types of trust expand as relationships develop.[2] The first, *calculus-based trust* (CBT), is a market-oriented calculation in which people decide to trust based on the belief that the trust will not be violated because the rewards of being trusting (or trustworthy), coupled with the potential losses in reputation and punishment for being untrustworthy, outweigh any benefits of violating that trust.[3] Basically, CBT says, "I trust you because it makes no sense for you to violate my trust." Most market transactions and "hands-off" partnerships rely on this kind of trust.

A second type of trust is based on shared ideals, values, and goals. This *identification-based trust* (IBT) exists because the parties understand and appreciate each other's positions and understand each other's wants. At its best, this mutual understanding develops to a point where the parties can act as agents for one another, substituting for each other in interpersonal transactions.[4] As people come to know each other better, and to identify with each others' values, they also learn what they must do to sustain each other's trust over time.

It is important to note that this process can be colored by a variety of factors. First, research has shown

that individuals differ in their predisposition to trust others.[5] When someone has a high predisposition to trust, he or she expects others to be trustworthy, and thus may not see initial warning signs of an upcoming breach. Second, even if he or she has no direct experience with someone, that person's reputation (e.g., what we hear about them from other people) can shape our expectations. The other person's reputation often creates expectations that lead us to look for elements of trust (or distrust), but also lead us to approach the relationship with openness or skepticism. Finally, relationships develop over time. It is possible for us to learn some things about another person that cause trust to develop, and other things that are cause for distrust. Trust and distrust can co-exist in the same relationship, but to differing degrees: for example, I trust my husband to act as an agent for me in all of our financial dealings, but I would not trust him fully to pick out drapery in my absence. Trusting relationships can develop even in the face of some disconfirming information. As long as the multitude of evidence supports the decision to trust, trusting relationships are formed.

HOW DOES TRUST DEVELOP?

Initially, CBT may be based only on the other person's reputation for trustworthiness.[6] Over time, CBT develops as we observe the other person in a variety of circumstances and can identify consistent behavioral patterns. Previous research has indicated that effective, trusting relationships in organizations are based on predictability[7], reliability[8], and consistency of behavior.[9] In work relationships, CBT is enhanced if people (a) behave consistently in an appropriate way, at different times and in different situations; (b) meet promised deadlines, and (c) perform tasks and follow through with activities as planned. If people act consistently and reliably, we are likely to see them as credible and trustworthy.[10]

Similarly, research indicates that trust is enhanced if the parties spend time sharing personal values, perceptions, motives, and goals.[11] In most workplace settings, specific time should be set aside for engaging in this activity. In general, to build IBT between people and

among groups, people should engage in activities that permit them to voice their interests, goals, objectives, and principles. To the extent that these are shared by others in the group, IBT can begin to develop.

IBT can also be enhanced if we see others reacting as we believe we would react in a similar context.[12] Still, it should be noted that IBT is largely emotional in nature, and is definitely influenced by how much we like the other person. Despite our attempts to think logically about our relationships, how we respond to others often depends on our idiosyncratic, personal reactions to aspects of the other person's self-presentation[13] or the situation or circumstances in which we met the person.[14] Still, IBT can be enhanced when groups articulate their shared values and affirm the same goals. While liking may be part of IBT, it is not necessarily the central component.

HOW CAN TRUST BE REPAIRED?

When CBT is violated, the "balance" of investments and returns from the relationship can be perceived to be upset. When only CBT is present in a relationship, the tie between two people is fragile. Stand-alone CBT is tentative and partial, such that the person being trusted still has "something to prove". Following a CBT violation, people have two choices: to sever their relationship, or to seek ways to repair trust. Since people are usually less emotionally invested in CBT relationships than in IBT relationships, the chances that they will simply walk away ("take their business elsewhere") may be high.

When such relationships can be saved, research indicates that perhaps the most important way to restore trust after a CBT violation is with an appropriate, sincere apology.[15] Violations of CBT can be managed by talking about the behavior and attempting to find an explanation for it. If the explanation is sufficient to justify the lapse, then the CBT relationship can continue—although it is likely that the violated party will be vigilant about lapses in the next few interactions.

On the other hand, relationships high in IBT usually contain a significant emotional investment. Here, trust violations have both practical and emotional implications. Once a shared identity has been established, trust violations can be viewed as direct challenges to people's most central values[16]. The parties are likely to feel upset, angry, violated, or even foolish.

A number of studies confirm that if people cannot or will not communicate about a major problem in a close relationship, they are more likely to end the relationship than to continue interacting.[17] This communication is likely to center around the motives of the person perceived as violating trust. IBT relationships take considerable time and emotional investment to

cultivate. In order for them to continue following a trust violation, the violator must reassure the trustee that he/she continues to share the same goals, values, and zeal for nurturing the relationship. Successful repair is unlikely until the parties can address their concerns, vent their emotions, recommit their fidelity to each other, and practice that fidelity over a long period of time.

Too often, we believe that one form of trust will be sufficient for partnerships to succeed: "As long as we believe in the same things, everything will work out fine" or "Just do what you say you will do, and we'll get along great." However, in reality, it takes both kinds of trust for partnerships to succeed. In addition to sharing similar values and goals, partners need to be able to rely on one another to keep their word and do what they say they will do. Both CBT and IBT are important elements of successful partnerships, and efforts to build (or, if necessary, to rebuild) both of them will reap positive benefits in collaboration.

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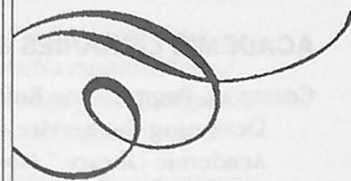
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PARTNERSHIP FUNDAMENTALS

Miller, William, and Rita M. Pellen, eds. Joint-Use Libraries. Special issue, *Resource Sharing and Information Networks* 15, no.1/2 (2001).

Nine case studies of successful joint-use libraries. Exploration of team-based strategies for planning and development. Accomplishments, challenges, barriers, and weaknesses. The entire issue is also available as a book: Miller, William, and Rita M. Pellen, eds. Joint-Use Libraries. New York: Haworth Press. 2003, with chapters listed at http://www.haworthpressinc.com/store/product.asp?sku=4939

Breeding, Marshall. "The Benefits of Library Partnerships." *Information Today* 19, no. 6 (2002): 42-43.

Two approaches to libraries' sharing of collections: a combined "virtual" catalog using the Z39.50 search-and-retrieval software, and a union catalog using a single automation system. Advantages and disadvantages of each.

Francisco, Grace, Kathryn Covier Hannah, Shelly G. Keller, Joan Waters, and Patricia M. Y. Wong. (2001). *Joint ventures: The promise, power and performance of partnering*. Washington, D.C.: National Foundation on the Arts and Humanities, Institute of Museum and Library Services. ERIC Document 459854. (154 pages)

Case studies of successful public library joint ventures, including how to develop, evaluate, and promote partnerships.

Siggins, Jack. "Staff and Training Issues: Optimizing the Potential of Library Partnerships." *Journal of Library Administration* 21, no. 1/2 (1995): 183-191.

Three areas in which resource sharing or partnerships place stress on staff (education, attitude, and skills) and suggestions for addressing each. Impact of

partnerships on the working relationship between professional and support staff. Topics to be included in training programs.

ACADEMIC LIBRARIES & THE COMMUNITY

Gilbert, Gail R. "New Approaches to Funding and Community Support: Forming Partnerships to Serve All at the University of Louisville." *College and Research Libraries News* 60, no. 5 1999): 358-359, 364, 381.

Formation of an Information Advisory Council by an urban university library to assist with a goal of expanding partnerships with businesses in the community. Qualifications and expectations for members of the council.

Hope, Charity B., and Christina A. Peterson. "The Sum Is Greater than the Parts: Cross-Institutional Collaboration for Information Literacy in Academic Libraries." *Journal of Library Administration* 36, no.1/2 (2002): 21-38.

Examples of collaboration among academic libraries through professional organizations and "cross-institutional" partnerships of academic libraries with other types of libraries. Suggestions about how administrators can and should promote and encourage collaborative efforts by their support, advocacy, and leadership.

Wilding, Thomas L. "External Partnerships and Academic Libraries." *Library Management* 23, no. 4/5 (2002): 199-202.

Good introduction to the topic of partnerships, including this definition: "those relationships, usually formal in nature, entered into by two more or less equal parties who have a mutual interest in accomplishing something and a mutual agreement to bear the costs of its accomplishments...."

Different kinds of partnerships, from consortia and

cooperative cataloging among libraries to fee-based arrangements with the private sector. Management issues to be aware of and suggested techniques for dealing with them.

ACADEMIC LIBRARIES & PUBLIC LIBRARIES

Conaway, Peggy. "One Reference Service for Everyone? Designing the Service for a Combined Public/ Academic Library." *Library Journal* 125, no. 12 (2000): 42-44.

The two-year discussion and planning process that culminated in 2003 in an operating agreement for the library shared by the San Jose (California) Public Library and San Jose State University. Description of the shadowing project and the surveys used to resolve differences about the design and delivery of reference services, and the resulting recommendations.

Freeman, Alan. "An Innovative Library Partnership." *Planning for Higher Education* 30, no. 1 (2001): 20-26.

Additional details of the San Jose joint-use library planning and development process, including financial issues and how opposition from both campus and community was addressed. Summary of lessons learned.

Lubans, John Jr. "A Portrait of Collaborative Leadership: Donald E. Riggs and Nova Southeastern University Joint-Use Library." *Library Administration and Management* 16, no. 4 (2002): 176-178.

The benefits of the partnership between the Broward County (Florida) and Nova Southeastern University and the process that led to completion of the project.

PUBLIC LIBRARIES & COMMUNITIES

Dempsey, Mary A. "The Public Library as an Educational and Cultural Partner." *Catholic Library World* 72, no. 1 (2001): 12-17.

The many partnerships between the Chicago Public Library and the city's cultural and educational institutions; e.g., the botanical garden, museums, the Ravinia Music Festival, schools. Describes four elements needed to make such partnerships successful.

Eiselstein, June. (May/June 2003). College access programs and services. *Public Libraries* 42(3): 184-187.

Six examples of public libraries that house programs to help low-income and underserved members

of the community learn about opportunities for them in continuing their education at the postsecondary level. Need for collaboration with area colleges or universities and with area schools, for sufficient funding sources, and for broad-based community support.

SCHOOL LIBRARIES & PUBLIC LIBRARIES

Auld, Hampton, ed. "Combined School-public Library Facilities: Opinions, Case Studies, and Questions to Consider." Special issue, Part 1, *Public Libraries* 41, no. 5 (2002): 248-255.

Titles of the articles include "Get it in Writing!," "What One Community Says about Joint Use," "Timberland's Big Adventure," "The Devil Is in the Details," and "Double Your Fun with a Combination Public-high School Library."

—. "Combined School-Public Library Facilities: Opinions, Case Studies, and Questions to Consider." Special issue, Part 2, *Public Libraries* 41, no. 6 (2002): 310-316.

Articles include "Is This a Real Library?," "The Three Cs of a Successful Joint Library Project," "Don't Do It!" and "Partnerships: The Wave of Today."

Fitzgibbons, Shirley A. "School and Public Library Relationships: Déjà vu or New Beginnings." *Journal of Youth Services in Libraries* 14, no. 3 (2001): 3-7.

Brief history of school-public library partnerships and studies about such efforts. Barriers to success, such as staffing and resources. Recommendations for successful cooperation.

Ziarnik, Natalie Reif. *School and Public Libraries: Developing the Natural Alliance*. Chicago: American Library Association. 2003.

Sample chapter headings and subheadings illustrate the value of this text:

- Everyday Practice: A How-to Guide – Initiating Contact, Working Together for the First Time, Continuing Contact
- Grants – Sources of Grants, Collaboration for Grant Efforts, Resources for Grant Seekers
- Sharing Resources – General Protocol for Teachers and Librarians,
- Homework Tips for Teachers (to make students' trips to the public library more rewarding), Alternatives to Assignment Alerts

PARTNERSHIPS IN SUPPORT OF YOUTH LITERACY & LIBRARY USE

Farmer, Lesley S. Johnson. "Providing Reference Services for Young Adults: School and Public Librarian Partnerships." *The Reference Librarian* 59 (1997): 153-162.

An "inventory" of ways to build relationships. Steps to effect coalition building and a model of a coalition made up of school, public, academic (including community college), and special libraries.

Kacena, Carolyn. Helping Youth make a difference. *Texas Library Journal* 76 no. 4 (2000): 146-148.

A summer program to provide job and social skills to challenged youth. Details of the program, including work assignments in the library, social activities, Web scavenging experiences, and the development by students of an Internet "yearbook." Benefits to students as well as to the library. The 1999 yearbook: http://www7.tamu-commerce.edu/you/gperciak/youbook99/youbook99pm/youbook.htm

Kudlay, Robert. Orienting neighborhood youth to an academic library: Creating campus-community connections. *The Reference Librarian* 67/68 (1999):111-130.

Helpful, detailed recounting of the planning for and implementation of a program designed to address the influx of neighborhood youth into an academic library.

Nichols, Janet W. "Sharing a Vision: Information Literacy Partnerships (K-16)." *College and Research Libraries* 62, no. 3 (2001): 275-277.

A brief article with information about a pilot information literacy project between an academic library and two nearby high schools. The planning process, staff development workshops, feedback from participants, and a summary of the important steps in the process.

WEB RESOURCES

The ALA Community Partnership Toolkit. http://library.austincc.edu/staff/lnavarro/Community Partnerships/Toolkit.html.

An outstanding online guide for any librarian considering a partnership.

Examples of the FAQs include necessary components of good partnerships, guidelines for partnerships among libraries and with other entities, steps to follow, examples and scenarios.

American Library Association. "Sister Libraries." http://www.ala.org/Content/NavigationMenu/Our_Association/Other_Groups_and_Organizations/Sister_Libraries/Sister_Libraries.htm.

Tips for establishing programs to foster international relations among libraries. Several examples of successful sister library programs.

Feldstein, Sarah. "Expanding the Capacity of the Public Library: Partnerships with Community Based Environmental Groups." *Electronic Green Journal* 6 (1996). http://egj.lib.uidaho.edu/egj06/feld.html.

Case studies of partnerships in environmental information.

Institute of Museum and Library Services. "Museum-library Collaboration." http://www.imls.gov/closer/cls_arch.htm#C.

Includes an Indiana art teaching project, Indiana Teachers Redraw Lesson Plans with Art Databases.

Kesselman, Martin. "An Outline of Cooperative International Partnerships for Sci-Tech Libraries." 1999. http://www.ifla.org/VII/s7/p1994/cooplib.htm.

Helpful information applicable to a broad range of partnerships, not just those entered into by scientific-technical libraries. Three examples of such partnerships. Nice broadly topical bibliography, including online resources.

Madison Gas and Electronic. "Library Partnerships." http://www.mge.com/community/library.htm.

Interesting example of a relationship between a community energy company and public libraries.

Reist, Aynne, and Laura Highlander. "Joint-use libraries." http://www.unt.edu/slis/students/projects/5320/reist.htm.

Helpful section titled "Areas to Consider" includes mission statements, collection development, censorship, general policies, boundaries, security, library design, administration, staffing, hours of operation, annual evaluation, and advantages/disadvantages.

University of Connecticut Libraries. "Library Partnerships." http://www.lib.uconn.edu/about/partnerships

Links to a document with a guide for forming new partnerships, criteria for reviewing partnerships, and a form for a proposal.

Wisconsin Department of Public Instruction. "Combined School & Public Libraries: Guidelines for Decision Makers." http://www.dpi.state.wi.us/dpi/dlcl/pld/comblibs.html

Lengthy document providing information on the "legality and desirability" of combined school-public libraries. Addresses topics such as the legal basis, missions, issues to be considered, alternatives for improving services, a feasibility checklist, and a sample master agreement.

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