INDIANA LIBRARIES

Indiana Libraries: Your Window to the World

Indiana Libraries
Volume 14, Number 3

Note: The Volume 14, Number 1, issue of *Indiana Libraries* was a special edition. Volume 14, Number 2, is the first regular issue of the year. Volume 14, Number 3, is the second regular issue.

Contents

Indiana Libraries

ILF Publications Committee

Veritable and Virtual Library Support for Graduate Distance Education in America's New Public University

by
Rita Barsun, Walden University Library Services Coordinator

Sherrill L. Weaver, Walden University Library Liaison

Indiana University Bloomington
Bloomington, IN

"America's New Public University" is a key phrase in the planning of Indiana University's future, a future that promises a new role for Indiana University Libraries. As *The Strategic Directions Charter: Becoming America's New Public University* states:

> The phrase, "America's New Public University," evokes our responsibilities for the future, with their inherent goals and values. The meaning of three of the words in this phrase are clear. "America": our history and character are American, grounded in traditions of American universities as learning communities in which knowledge is discovered and conveyed in order to enlarge the culture and enlighten the citizens of a democracy. "Public" denotes that we reaffirm our obligations to Indiana citizens and our role as a port of entry to a high quality of life for a widely diverse population; access, respect, and opportunity for all are among our chief commitments. "University": we are a university not only because the curricula of each of our campuses enable students to study in one of several disciplines and professions and to make connections among them, but also because we are a single institution geographically distributed — a single university composed of campuses with complementary missions.[1]

As both an American university dedicated to serve its nation's citizens and as a public university committed to access and opportunity, Indiana University (IU) is seeking new directions in which to explore new relationships with its constituencies. Those constituencies include working adults who seek lifelong learning. Because lifelong learning is a goal supported by all Indiana libraries, understanding the goals of America's New Public University is important. But, this understanding is especially important to those librarians who will be

providing library services to adults participating in IU's initiatives in distance education. Of these adults, the group with needs not likely to be met through present networks of library service are those who will enroll in graduate distance education programs.

From Plan to Precedent

In America's New Public University, many working adults who want to pursue an advanced degree would do so free from the constraints of lock-step curricula designed for full-time residential graduate students. These non-traditional graduate students would have a choice of off-campus graduate and professional degree courses delivered through distance education technologies as well as through short-term intensive residencies held on one or more IU campuses. These increased opportunities for advanced study for placebound adults arise from initiatives outlined in *The Strategic Directions Charter: Becoming America's New Public University.* While this charter issues the broad mandate to "increase access to the university through non-traditional programs and courses,"[2] detailed responses indicating new initiatives for access that could be created can be found in the individual task force reports available on the Strategic Directions World Wide Web homepage (http://www.iupui.edu/it/stratdir/home.html). Funding for these IU initiatives will be available from approximately $15 million to be allocated over the next three years. (The allocation timeline and process are detailed in the Request for Proposals.[3])

For IU librarians, the most significant statements of these new initiatives come from Task Force I, the Task Force for University and Campus-Wide Missions which recommends that:

> The Graduate School and units that offer graduate programs should have processes in place to insure that those programs are in touch with and responsive to societal needs and demands with regard to the training and employment of high-level professionals.[4]

The Task Force I Subcommittee A report further delineates the constituencies of graduate students to whom the various campuses should be responsive:

> The Bloomington and Indianapolis campuses should continue to be the focus of doctoral-level education. The other campuses should focus on development of master's programs that meet regional needs. At the same time, the university should take steps to identify and respond to needs for post-master's study on the part of people throughout the state who are placebound. An approach that makes use of distance education

technology and of the talents of regional campus faculty members would allow IU to address these needs while not diluting existing graduate or undergraduate programs.[5]

The role of the IU Libraries in creating these avenues of access to placebound graduate students has yet to be determined. But, "placebound constituents" will necessarily rely on remote access to on-line library resources. As Patricia Steele, Acting Dean of IU Libraries, asserts, "library and information support are critical to equitable and workable distance education programs,"[6] and as they currently are demonstrating through their own initiatives to improve remote access, librarians can effectively use technology not only to enhance access but also to deliver instruction and reference support.

The Walden University-Indiana University Bloomington Libraries Model

Indiana University Libraries (IUL) is critically situated to provide leadership to further the mission of lifelong learning as described by one of the eight Strategic Directions Committee task forces, the IU Task Force on Campus and University-Wide Missions:

> We see all education as a seamless web across time and distance. Consequently, we want to minimize highlighting differences between levels and direct the University's thinking to that of participating in the lifelong learning experiences of our constituents, albeit differently at different phases and for different constituencies.[7]

Providing library services to these constituencies — some of whom will be working adults seeking a graduate degree program that will allow them to maintain career, family, and community commitments — poses organizational, financial, and logistical challenges. But these challenges need not discourage librarians from taking the lead in creating America's New Public University. Indeed, many of these challenges are currently being met individually by IU librarians. There is, additionally, one program that has faced and met all of these challenges, and its experience can be a useful guide to offering distance education library services.

A program of library services to support distance education for graduate students has been under development at the IU Bloomington (IUB) Libraries Access Services Department since 1993. Through an agreement between IUB Libraries and Walden University, a North Central Association accredited institution that offers doctoral degrees for working professionals, a program of

library services has been developed and implemented by the library with full-funding by Walden University. Walden University and IUB Libraries at first wrote the inter-institutional agreement to cover only the provision of library services to Walden University students and faculty during their summer residence on the IUB campus. Since 1993, however, the agreement has been extended to provide year-round library services to more than 900 students and faculty as well as summer session services to 340 students. These services are provided through the Walden University Library Liaison's office located on the IUB campus. The evolving inter-institutional agreement reflects the increased scope and costs of the library services program as it has grown over the past four years.[8] It also reflects the successful partnership between two institutions to achieve a common goal: developing the capacity to provide library services to graduate students at a distance as well as in intensive residencies.

Veritable Libraries, Virtual Libraries, and the Universities' Missions

The converging missions of two institutions has led to a better understanding of the information needs of adult learners, as well as to an appreciation of the advantages of mixing face-to-face workshops in information literacy presented at short term residencies with on-line workshops delivered through distance education technologies. To achieve this mix of dispersed residency and distance education, Walden University requires its students to attend one three-week summer session on the IUB campus during the first year of their study and then to attend one five-day intensive seminar each year (these are offered at various conference sites around the country). This first curriculum requirement creates the need for the Walden University Library Liaison to transform an IUB residence hall library into a mini research library for each three-week summer session. The second curriculum requirement has led to the transformation of an office on the sixth floor of the IUB Main Library into a virtual library equipped with two computers with ethernet Internet access, fax, toll-free phone, and local phone, supported by the IUB Libraries document delivery system.

The veritable (true or physical) library for intensive on-site summer sessions and the virtual library to support extensive off-site independent study are both created within the present IU Libraries information environment. Thus, the Walden University-IUB Libraries model can provide useful insights into ways in which, under the terms of *The Strategic Directions Charter*, other libraries could create an integration of the delivery of and access to research resources for working adults pursuing advanced degrees. Additionally, the description of the evolving budget for the model provides an example by which

new distance education strategies can be developed by IU Libraries on a cost-recovery basis that will avoid placing undue burdens on present budgets.[9]

Some librarians have expressed concern that institutions with distance education programs benefit from the services, resources, and staff of other institutions without acknowledging or compensating them.[10] Such is not the case under the Walden University-IUB Libraries agreement. The memorandum of understanding which outlines the terms of the agreement, ensures that there will be the "equitable and satisfactory enumeration" for the contributions of IUB Libraries, a key criteria for successful inter-institutional cooperation.[11] Walden University funds the entire cost of the services offered through the Walden University Library Liaison office, with the exception of charges to individual students for their use of the fee-based document delivery services from IUB Libraries.

Funding Library Services to Placebound Graduate Students in America's New Public University

Similar funding arrangements could be reached between the IU units offering graduate distance education programs and the IU libraries providing services through the negotiation of intra-institutional agreements. These intra-institutional agreements could be funded through a process outlined in the Request for Proposals (RFP) section of the Strategic Directions Initiatives on the Strategic Directions home page.[12] The RFP process includes developing a budget proposal, and that first requires the identification of graduate distance education library services that would need to be funded. The services listed below in the descriptions of the "veritable" and "virtual" libraries provide many of the details upon which an RFP budget can be based. Such cost-recovery based partnerships would fall within strategic directions for the libraries:

> The libraries must be responsible and accountable for resources under the libraries' control and must have an active and effective assessment plan. We must seek efficiencies through job sharing, out-sourcing, and other methods and must look for avenues to increase revenues. The development of appropriate fee-based services can be a part of the strategy.[13]

But the recovery of costs would not be the only criteria for developing such an internal partnership. Cooperation with units offering graduate education programs should also bring the library into closer contact with other potential partners. Identifying new partners is clearly a strategy for more closely orienting the library to the information needs of the public: "Through our partner-

ships, we will share our intellectual resources with external constituencies and collect valuable information on the needs of schools, businesses, non-profit organizations, government agencies, and Indiana citizens."[14] Thus internal partnerships could lead to external partnerships and enable the library to expand its public role as a source of instruction as well as a resource for instruction. In this way, the strategy of creating intra-institutional agreements would offer an opportunity for inter-institutional cooperation.

To further effect cost-recovery partnerships, IU librarians also ought to be involved in tuition reform initiatives that place value on individual elements of distance education. The strategic plan for any IU library seeking to develop an intra-institutional agreement would need to include active participation in goals similar to this:

> We will undertake a thorough reevaluation of tuition policies to de-
> velop significantly more sophisticated pricing strategies. Our goals will
> be to provide greater value to student, to gain increased control of
> revenues, and to reach new populations of learners by offering new
> ways to attend the university.[15]

Another strategic initiative with potential for cost-recovery of distance education library services is the creation of intra-university marketing partnerships called Strategic Educational Units (SEU).

> An SEU is defined by a distinctive array of offerings, a well-defined set
> of competitors, and distinguished capabilities and programs. For
> various purposes, an SEU may be identified as a school, a department,
> a campus, or a program whose offerings and purposes involve faculty,
> staff, and students from several departments, schools, or campuses.[16]

Participation in SEUs that encompass all of the university resources involved in offering a graduate distance education program could provide the library an opportunity to demonstrate the economic importance of an effective program of library services in attracting and retaining working adults to an advanced degree program.

"Best Practice" and the Walden University-IUB Libraries Model

The concept of "best practice" can also be used as a basis for institutional agreements between IU libraries and IU units offering distance graduate education. Unlike benchmarks, which set quality standards for products, best

practices focus on the process of achieving competitive quality.

Although benchmarks can be valuable indicators of problems, we
emphasize the need to carefully dissect what is behind such data. In
many cases, more can be gained by looking at "best practices." There is
no need to re-invent ideas; results can be achieved by examining and
adapting programs or components of processes tried and found success-
ful by others facing similar issues.[17]

Fortunately, the best practices in distance education library services have
been effectively identified in the professional literature. The trans-organiza-
tional system by which Walden University secures library resources through the
IUB Libraries has been shaped by the "ACRL (Association of College and
Research Libraries) Guidelines for Extended Campus Library Services"[18] and
the ARL (Association of Research Libraries) guidelines outlined in their report,
"Toward a Realization of the Virtual Library,"[19] both of which identify "neces-
sary" resources and services for distance education. Additional useful sugges-
tions about access and delivery of services were found in *A Guide for Planning
Library Integration into Distance Education Programs.*[20] These documents pro-
vide guidelines for establishing a philosophy of service and implementing that
philosophy in terms of management, financial support, facilities, access to
resources, and services.[21] As the Walden University-IUB Libraries Model
demonstrates, that philosophy can be fulfilled through creative adaptation of
present IU library services to achieve distance education best practices.

These standards provide best-practice guidelines for two types of distance
education library services: the extended campus veritable library and the non-
campus virtual library. Both types of libraries are utilized in the Walden Uni-
versity-IUB Libraries model.[22] Examples of implementing "best practice" for
each type of service are detailed below to provide an outline useful in preparing
an IU intra-institutional RFP or in planning library services to support gradu-
ate distance education.

The Veritable Library and ACRL Criteria

The "ACRL Guidelines for Extended Campus Library Services" describe the
various areas of activity that must be involved in planning the extended campus
library veritable library. Extended campus libraries with their walled spaces and
captured collections, have facility and physical needs that must be met. Meeting
these needs gives rise to activities that must be included in planning. Off-campus
students who are in residence for a brief time (an evening, a weekend, or a few
weeks) often need customized graduate library services at a site where these services

are not usually available. To develop these customized services, planning must include all activities undertaken to bring the veritable library into existence, no matter how long or short its lifespan. While each program of library services to graduate students attending intensive residencies will be created in a unique environment, the brief description of the "Walden Library" below will suffice as an overview of activities to include in planning.

The Walden University Library

As the fabled Brigadoon magically rises out of the mist every 100 years, so the Walden University Library (WUL) materializes on the IUB campus each June. There is, however, no magic involved in transforming a residence hall library into a research library extension. The emergence of the WUL and its subsequent dismantling demand the logistical planning and support of a minor military campaign.

Included in the preparations are the 1) purchase and distribution of supplies, 2) hiring and training of staff, 3) conversion of a circulation desk into a reserves area, 4) creation of a local area network (LAN) that extends database access from the main library to WUL, 5) preparation of customized written guides to facilitate LAN use to meet curriculum requirements, 6) generation of library cards for all participants, 7) coordination of document delivery directly from IU libraries to WUL, and 8) planning and scheduling database searching workshops.

ACRL Guidelines

1) Supplies: However mundane it may seem, in the IU fiscal environment of Responsibility Center Management, all supply needs, including paper and toner cartridges, must be anticipated and provided for in the budget.

2) Staffing: Besides hiring reference assistants for WUL, provisions are made for extra reference assistants' hours in the IU Main Library and at selected branch libraries. The presence of the School of Library and Information Science on the IUB campus guarantees a plentiful pool of applicants for reference assistant positions. Coursework in database searching and an interest in working with adult learners are the primary criteria for selecting reference assistants. Paid training sessions serve to familiarize assistants with the Walden University curriculum and to impart to them a philosophy of customized service.

3) Space: The WUL is housed in the Read Hall Library, a large and well-equipped undergraduate residence hall library. Converting the library from one

geared to the needs of undergraduates to one that can serve graduate students requires clearing space for the reserves collection and setting up work tables on which to construct the temporary LAN. Coordination with Halls of Residence staff and the Halls of Residence librarian in making these physical changes is essential.

4) The LAN: The Walden University Library (WUL) houses a fourteen station CD-ROM LAN which extends the electronic resources of the IUB Main Library LAN to Read Hall. All computers are rented by Walden University; the LAN equipment is owned by WU and housed in the Walden University Library Liaison (WULL) office. IUB Library automation staff contract to provide technical support for the LAN.

5) Customized Guides: Guides prepared specifically to support the Walden University curriculum are created by the WULL for distribution to students and faculty. Customization is necessary because in intensive residencies, students don't have time to experiment to discover optimal use of appropriate resources to meet their particular research needs.

6) Library Cards: For summer session, WU students' fee-based inter-library loan (ILL) patron record is replaced with an Indiana resident-type patron record. This change allows students free circulation privileges only for the duration of the summer session, at the end of which the patron records are returned to their former ILL status.

7) Document Delivery: The IU library cards generated for summer session students permit the students to request and receive materials through the fee-based IU Bloomington Delivery Service (BDS). The photocopies and monographs are brought to WUL and arranged alphabetically on shelves near the circulation desk where students pick them up. WUL also offers a drop off service for return to the appropriate campus library.

8) Workshops: Efficient and fruitful information seeking and retrieval are the goals of workshops taught by the Walden University Library Liaison and Library Services Coordinator (LSC). Each workshop is offered on at least three different days at different times in an effort to complement rather than complicate an already full schedule of seminars and faculty workshops. In addition to the workshops, the WULL and LSC schedule database search strategy appointments with individual students.

The Virtual Library and ARL Criteria

The Walden University Library Liaison and Library Services Coordinator also staff a virtual library, run year-round from a small office in the IUB Main Library. The Walden Virtual Library consists of local IUB Library resources and the research resources available through the Walden Information Network (WIN). These resources are part of a "hard system" of network and telecommunications (phone and fax) connections which support the essential "soft system" of librarians, students, faculty, and staff relationships. The transactions that form these human relationships are the real substance of the virtual library. "Best practice" for this virtual library involves identifying systems' processes that effectively support these essential transactions.

Other examples of virtual library "best practice" focus only on well-wrought hard systems connections. One scenario for the ultimate virtual library depicts immediate workstation access to the universe of knowledge and immediate or next-day delivery of the desired documents or books — for a fee.[23] It is a system which requires the integration of sophisticated Online Public Access Catalogs (OPACs), article indexes, and accounting systems with on-line request processing and fulfillment. While some books and some documents are accessible in this way, we are far from achieving universal availability; it is a tantalizing but presently unrealistic "best practice" against which to measure virtualness.

ARL Criteria for Best Practice

A more reasonable scenario is the set of activities listed in a 1992 survey of ARL libraries, a survey intended to gauge libraries' progress in realizing the virtual library. In the two-part report of their findings, the authors collapse the original fourteen questions about specific and somewhat overlapping actions into ten activity areas. According to Schiller and von Wahlde, the ten activity areas which define the essential criteria for the emerging virtual library are: 1) access over ownership, 2) strategic planning, 3) network access, 4) cooperative development of databases and hardware, 5) OPAC enhancement, 6) full-text databases, 7) electronic journals, 8) end-user searching, 9) electronic document delivery, and 10) training.[24]

As will be evident from the following comparison of ARL criteria with Walden University Library Liaison services, the Walden University-IUB Libraries model implements the criteria in ways unique to a relationship between a university without a campus or a library, and one of the most comprehensive research libraries housed on one of the largest campus library systems in North America.

ARL Criteria 1: Policies, Services, and Strategies Which Emphasize Access Over Ownership

Since Walden University (WU) has no collection, access to other resources is its only alternative. Fortunately, IUB Libraries collections complement the WU curriculum. Students have free access to the IUB Libraries collection while on campus for summer session, but pay $10 per book or photocopy for home delivery at all other times.

ARL Criteria 2: Strategic Planning

The WU-IUB Libraries planning process includes frequent planned as well as spontaneous discussions held at both the institutional and at the inter-institutional levels. Formal participation by the Walden University Library Liaison (WULL) at the institutional level includes weekly conference calls with members of Walden University's Office of Academic Affairs and weekly meetings with the IUB Libraries Access Services Management Team.

ARL Criteria 3: Network Access

Walden University students have access to the Walden Information Network (WIN) from their home computers; e-mail accounts afford speedy communication between students and the WULL. A research resource gopher is available for each of the doctoral degree areas (education, health services, human services, and administration/management). World Wide Web (WWW) access is also available through the Lynx browser.

ARL Criteria 4: Cooperative Development of Databases and Hardware

The Walden University Library Liaison is consulted by the WU Executive Director of Technology in the planning for and selection of electronic research resources to be made available to students through the Walden Information Network, but all hardware and database access is maintained by Walden University.

ARL Criteria 5: OPAC Enhancements

The gopher and WWW links to IU's online catalog are available to WU students through the Walden Information Network menu. In addition, the catalog allows them to browse the on-line catalogs of Big Ten and other major universities. However, Walden University in not involved in the IU Libraries OPAC developments.

ARL Criteria 6: Full-Text Databases

Walden University students currently do not have access to full-text data-bases, except those available through WWW links. WU students only have guest access to IU Libraries resources.

ARL Criteria 7: Electronic Journals

Although Walden University does not subscribe to any electronic journals, the Walden Information Network offers students access to several publications that are available through WWW links.

ARL Criteria 8: End-User Searching

The Walden Information Network provides remote access to databases through the *Silverplatter Electronic Resources Library* and *CARL UnCover*. The WULL and the Library Services Coordinator facilitate end-user searching by developing search guides and conducting on-line search workshops as well as by responding to numerous queries from faculty and students. In addition, inter-national students and some rural students without Internet access continue to be dependent on the WULL to conduct database searches for them. Although the number of searches requested by students is expected to drop as Internet access becomes more widely available, the WULL will continue to conduct searches for students who need assistance, a task which has been described as a "cornerstone" of off-campus library service.[25]

ARL Criteria 9: Electronic and Print Document Delivery

IUB Libraries provides a fee-based document delivery service (DDS) for both books and photocopies of journal articles under the terms of the agree-ment with Walden University. WU also agrees to reimburse IUB Libraries for any unpaid delivery charges or lost books. Students have interlibrary loan privileges (forty days) for any circulating item housed on the Bloomington campus; they are charged $10 per item. Students are also charged $10 for each photocopied journal article. Photocopies and books are mailed to a student's home address. A library user number is necessary for ordering materials through DDS, thus, an inter-library loan card is generated for each student.

Electronic document delivery is provided through Walden University's gateway to *CARL UnCover's* database.

ARL Criteria 10: Training

A Walden Information Network (WIN) User's Guide is mailed to all students; the library section of the guide includes instructions for accessing and

searching the databases available on the WIN.

Bibliographic instruction is provided through on-line workshops and in correspondence with students who have requests regarding government documents and other specific kinds of literature.

Conclusion

In their focus on lifelong learning, both Walden University and America's New Public University share a common goal: to meet the needs of placebound graduate students who are "unable or unwilling to participate in a mainstream program at a post-secondary institution but who prefer to pace their study around their normal activities and restrictions."[26] In light of this common goal, the Walden University-IUB Libraries Model can serve as a useful blueprint for IU librarians whose new mission will be supporting distance graduate education.

End Notes

1. Strategic Directions Steering Committee
2. ibid
3. Strategic Directions Intitatives Committee
4. Task Force for Campus and University-Wide Missions, Report
5. Task Force for Campus and University-Wide Missions Subcommittee A
6. Steele
7. Task Force on Campus and University-Wide Missions, Report
8. Weaver and Shaffer
9. ibid
10. Aguilar and Kascus
11. Garten and Hartwell
12. Strategic Directions Initiatives Committee
13. Steele
14. Strategic Directions Steering Committee
15. ibid
16. ibid
17. Task Force for Operational Efficiency and Revenue Enhancement
18. Association of College and Research Libraries Task Force to Review the Guidelines for Extended-Campus Library Services

19. Schiller and Von Wahlde

20. York

21. Association of College and Research Libraries Task Force to Reveiw the Guidelines for Extended-Campus Library Services

22. Weaver and Shaffer

23. Getz

24. Schiller and Von Wahlde

25. Slade. "Thirteen Ingredients in Off-Campus Library Services: A Canadian Perspective"

26. Slade. "Library Services for Distance Education Courses"

Bibliography

Aguilar, William and Marie Kascus. "Introduction: Off-Campus Library Programs in Higher Education." *Library Trends* 39, no. 4 (Spring 1994):367-374.

Association of College and Research Libraries Task Force to Review the Guidelines for Extended-Campus Library Services. "ACRL Guidelines for Extended-Campus Library Services." *College and Research Libraries News* 51, no. 4 (1990):353-355.

Garten, Edward D. and Cynthia Hartwell. "Adversaries or Colleagues? The Nontraditional Entrepreneurial University and the Challenge Posed to Library Administrators." *Library Administration and Management* 8, no. 2 (Spring 1994):87-95.

Getz, Malcolm. "Document Delivery." *The Bottom Line: Managing Library Finances* 5, no. 4 (1992):535-554.

Schiller, Nancy and Barbara Von Wahlde. "Toward a Realization of the Virtual Library: First in a Two-Part Series." *ARL*, 163 (July 10, 1992):3-4.

—————. "Toward a Realization of the Virtual Library: Second in Two-Part Series." *ARL* 164 (September 9, 1992):4-6.

Slade, Alexander. "Thirteen Ingredients in Off-Campus Library Services: A Canadian Perspective." *The Off-Campus Library Services Conference Proceedings:* Knoxville, Tennessee 1985, p.215-225. Mt. Pleasant, MI: Central Michigan University, 1985.

—————. "Library Services for Distance Education Courses." *The Off-Campus Library Services Conference Proceedings:* Reno, Nevada 1986, p.274-

284. Mt. Pleasant, MI: Central Michigan University, 1986.

Steele, Patricia. "The Role of the Libraries in the Indiana University Strategic Directions Charter." in libadmin_iulibs@majordomo.ucs.indiana.edu [electronic mail listserv] (Bloomington, IN., 1995) [cited 14 November 1995]; available from mpharris@indiana.edu; INTERNET.

Strategic Directions Initiatives Committee. "Request for Proposal." *Strategic Directions* [World Wide Web home page]. Indianapolis, IN: IUPUI, 1995 [cited 14 November 1995]; available from http://www.iupui.edu/it/stratdir/rfpsdi.html

Strategic Directions Steering Committee. *The Strategic Directions Charter: Becoming America's New Public University.* Indianapolis, IN: Office of the Vice President for Long-Range Planning and Chancellor of Indiana University Purdue University Indianapolis (IUPUI), 1995.

Task Force for Campus and University-Wide Mission Subcommittee A. "Academic Concerns and New Knowledge." *Strategic Directions* [World Wide Web home page]. Indianapolis, IN: IUPUI, 1995 [cited 14 November 1995]; available from http://www.iupui.edu/it/stratdir/tf1suba.html

Task Force for Campus and University-Wide Mission. "Report." *Strategic Directions* [World Wide Web home page]. Indianapolis, IN: IUPUI, 1995 [cited 14 November 1995]; available from http://www.iupui.edu/it/stratdir/rep1.html

Task Force for Operational Efficiency and Revenue Enhancement, "Report of Cost Containment Subcommittee." *Strategic Directions* [World Wide Web home page]. Indianapolis, IN: IUPUI, 1995 [cited 14 November 1995]; available from http://www.iupui.edu/it/stratdir/tf8cost.html

Weaver, Sherrill L. and Harold A. Shaffer. "Contracting to Provide Library Service for a Distance Education Program." *The Bottom Line: Managing Library Finances* 8, no. 3 (1995):20-27.

York, Vicki. *A Guide for Planning Library Integration into Distance Education Programs.* Boulder, CO: Western Interstate Commission for Higher Education, 1993.

Getting the Work Done with Volunteers

by Edythe Feazel

Indiana University Kokomo
Kokomo, IN

(Reprinted with changes, from the *Christian Librarian* Vol. 38, No. 3, September 1995 with permission of the author.)

The challenge of trying to meet increased demand for services while struggling with declining enrollments and escalation of costs has led many librarians to explore the possibility of using volunteers to keep pace. This article discusses the rationale for having a volunteer program and describes today's typical volunteer. Careful, advanced planning will enable you to avoid many pitfalls. Planning a volunteer program includes selecting a coordinator, assigning suitable tasks, and setting policies and procedures. Ideas for recruiting volunteers are discussed as well as interviewing and hiring techniques. Recognition is a volunteer's paycheck, so detailed suggestions for rewarding your volunteer staff are given. With a well-supervised volunteer program, libraries can reap many positive benefits.

Why Use Volunteers?

Christian education and volunteers are traditionally paired. We remember that Harvard, Yale, and most other colonial colleges were privately founded and supported with the goal of training pastors and furthering the kingdom of God. These schools are voluntarily financed and guided. Great libraries such as the Boston Athenaeum and the Library Company of Philadelphia were also begun and staffed with volunteer labor. The tradition of volunteer excellence, initiative, and vision is well established.

Many libraries of the 90s have mature collections which require labor-intensive maintenance. They are coping with demand for expensive access tools on CD-ROMs and are struggling with escalation of serials costs which erode materials budgets. Most libraries have backlogs of special collections which are inaccessible to patrons. At the same time, administrations are reducing staff size, eliminating departments, barely maintaining levels of service, or worse yet, reducing them. As librarians scramble with their backs against the Red Sea to continue to provide the best possible service with limited resources, one solution may be to initiate a volunteer program.

Herb White cautions us that the use of volunteers is a double-edged sword, that your funding body will never give you money for additional staff if you can get the work done free.[1] Using unskilled volunteers may give the impression that library work is easy, that no skills or training are necessary. But experience has shown that there are more positive than negative results when the program is properly administrated. Volunteers are used in hospitals and schools all the time, but not to operate on patients or teach classes.[2]

Their Work is Valuable

Sometimes the belief that anything worth having is worth paying for causes people to devalue the work of volunteers. However, libraries do pay for the services of volunteers by supervising, training, and recognizing them. We have already seen the value of volunteer-initiated efforts in the founding of schools and libraries. When we believe in volunteers, we empower them to do their best.

Their Work Enhances Library Jobs

The work that volunteers do should supplement, not supplant, that of the regular library staff. The volunteer's presence frees staff from repetitive tasks, allowing staff to use their special training and skills in more productive and creative ways. By understanding how the library works and how pressured the staff feel trying to deliver quality service, volunteers can be effective ambassadors to the funding community to bring in additional support. Volunteers can also be instrumental in soliciting materials. The Newberry Library's annual book fair netted $25,000-$35,000 a year and was run entirely by volunteers.[3] Volunteers can bring a new outlook, a different perspective, and added talents to the work force.

Volunteers Raise Staff Morale

As volunteers perform meaningful duties and assist in providing valuable services, the paid staff recognize the resulting savings in their time and efforts. They appreciate the lifting of burdens and take on renewed energy.

Volunteers Enable Libraries to Maintain and Expand Services

The tasks that volunteers are performing in libraries result in savings of time and dollars that can lead to services not possible without them.

Use of volunteers may expand in the future. As we go on to discuss the profile of the typical volunteer, we can see that modern trends toward earlier

retirement, limited financial support for educational institutions, lower college enrollments, increased demand for sophisticated tools and services, a more highly educated populace, more discretionary time available, and more people working in unfulfilling jobs, point to an increased pool of potential volunteers.

Who Are Volunteers?

Volunteer workers are unpaid staff; they give their time and energy to assist an organization or institution to conduct certain kinds of programs or specific services. Volunteers are generally part-time workers, giving time over periods of short or long duration.[4]

One out of every five people over the age of sixteen in the United States has been a volunteer according to the Current Population Survey of 1990. The typical volunteer is white, thirty-five to forty-four years old, and most likely a college graduate. The higher the income, the more likely one is to volunteer. Fifty-six percent of volunteers are women; forty-four percent are men. Most volunteer less than five hours a week. Four out of ten volunteer half the weeks of the year. Thirty percent volunteer every week.[5]

The Gallup survey of 1990 indicated that volunteer workers work an average of two hours per week. Sixty-two percent of volunteers do so to do something useful; 34 percent volunteer to do enjoyable work; 29 percent want to benefit family and friends. Seventy-five percent of the people surveyed said they would not refuse if asked to volunteer.[6]

Often, one hears the lament that the volunteer pool has grown smaller, attributing this to the fact that more women have entered the work force. This is not supported by a recent Gallup poll. Ninety-eight million adults volunteer.[7] Another source states that more than half of the United States population is involved in some type of volunteer activity on a regular basis.[8] The typical volunteer believes that one's actions can make a difference. He works best with short-term commitments and flexible hours. He wants to learn new skills, to develop new relationships. She is interested in being a leader, in helping to make decisions, and in looking for opportunities for personal growth. Volunteers are more likely to work for religious organizations than any other group.

Not only have volunteers something to give, but they also have needs to be met. Reasons that people volunteer include:

— They want to feel useful, needed, and to make a contribution.
— They want to impact and influence others.

— They want to make social contacts, to get out of the house, and to combat boredom and loneliness.

— They want to renew or learn new skills to enable them to enter the job market.

Essential Management Steps

The church is not an institution to be served but a force to be deployed. We must use tried and true management skills in enabling people to offer their gifts of service.[9] Without the support of an organization's director and staff, a volunteer program is destined to fail. Some directors are philosophically opposed to using volunteers but initiate a program to satisfy their upper administration. Other directors think that volunteers are acceptable, but only for menial tasks. The ideal director will be confident in a program and value good volunteers.

Planning

Who Will Supervise Them?

It is essential to appoint a volunteer coordinator whose job will be to do the required preliminary planning and who will supervise volunteers once they are on the job. This person will be in charge of recruiting, assigning duties, scheduling, and rewarding. He will handle conflicts and solve problems. She will decide to what extent volunteers will have autonomy in performing their jobs.

What Will They Do?

It is important that volunteers be given meaningful work to do. How does one determine that work is meaningful? Ask yourself these questions: "Is it useful, significant?" "Does it serve the mission of the school or organization?" "Does it provide service to your clientele?"

The trend is for volunteers to move away from devoting large blocks of time on a regular basis. Jobs that can be split into tasks are ideal. Necessary skills should be easily learned.

The time and energy to recruit and train volunteers may preclude their use for some projects. The contemplated programs and services must be planned bearing in mind the possible termination or unavailability of volunteer staff. The use of volunteers should be considered as a temporary measure pending the employment of regular staff. American Library Association guidelines strongly state that volunteers should not supplant or displace established staff positions.

Volunteers should also not be used to perform work that is essential, because they are difficult to replace. "Useful" is a special project that will enhance library services. "Essential" is the interlibrary loans and photocopying. Volunteers can be assigned to essential work, but not more than three to four hours per week, the amount a staff person could pick up should that be necessary.[10]

Brainstorm with your staff and make a list of possible tasks, ideally those with a low priority and no specific deadline which various volunteers can work on over the year.

Following is list of tasks that volunteers can and do perform effectively:

— Preparing books (including sorting, inserting security targets, shelving, mending, labeling, filing)
— Filing government documents
— Inspecting, cleaning, and/or fixing equipment
— Loading paper and toner
— Recording books for the blind
— Providing information and referral services
— Writing grants
— Fund raising
— Preparing overdue notices
— Helping with public relations campaigns (publicity materials, displays, exhibits)
— Organizing historical, archival, genealogical, or other special collections (sheet music, drawings, personal papers)
— Assisting at the circulation desk
— Giving library orientation tours
— Working with clipping and/or pamphlet files
— Providing crowd control
— Indexing local publications (college, student publications)
— Assisting with conversion projects
— Training other volunteers
— Dusting shelves, caring for plants
— Helping with book sales (sorting, pricing, selling)
— Searching new orders for duplicates
— Sorting and opening the mail (stamping periodicals)
— Pulling card sets
— Preparing bulk mailings

Other things to consider at this stage are the number of volunteers needed and the number of hours needed per week.

Communicate With Your Staff

Basic to the success of the program are prior planning and approval on the part of the paid staff. They should share in the responsibility for planning, because they can then share in the success of the program. Communicate with them and seek their input in the planning stages. Allay their fears that volunteers will replace them. Build a support framework of acceptance.

Policy, Budget, and Legal Considerations

Prepare a policy and procedures manual. Plan for training. Establish some funds for advertising and for recognition and reward of the volunteers on a regular basis. Decide what kind of record keeping you wish to establish. Check with your human resources department to see what kind of insurance coverage your institution has for work-related injuries or operating a vehicle.

Recruiting

Where will you find your volunteers? Libraries with good, established programs rarely need to recruit at all. The need spreads by word of mouth among the volunteers themselves. But if you are just beginning, the big trend now is to recruit senior citizens. Other possible sources of volunteers are graduate students, churches, friends groups, alumni, and international students.

Job Descriptions

Job descriptions enhance recruitment efforts by focusing your search, thus enabling you to select only qualified volunteers. Prospective volunteers themselves can make more intelligent decisions about committing to the project when they know the details.

Job descriptions should include the title and purpose of the job, the activities and responsibilities of the job, and the scheduling and duration of the job. Establish a definite period of commitment. The volunteer's supervisor should be clearly identified; stipulate volunteers will be evaluated. Make the main focus of the document the expected results, not the enumeration of duties.

Marketing

You can use specific tasks to create interest as part of your advertising.

Include some motivation that will appeal to volunteers. Some ideas are:

— Helping others appeals to a need to enhance one's self worth
— Improving the institution appeals to the human desire for immortality
— Using talents, gifts, and skills is an outlet for creativity
— Learning new skills enables one to gain work experience
— Meeting new people satisfies the need for personal relationships
— Gaining recognition and influencing others appeals to power motivated people
— Putting faith into action is an opportunity for Christian service
— Empowering others appeals to those with high achievement drive
— Showing that one cares is a role model for others

Select target groups and direct your advertising accordingly. You may wish to present talks to target groups and include an audio-visual component illustrating the school, students, graduates, library, or present volunteers. Some places to advertise are:

— Churches
— Academic departments
— RSVP (Retired Senior Volunteer Program)
— Condominium associations
— Large companies' pre-retirement seminars
— Clubs (sororities, service)
— Grocery stores
— High schools, for student or retired teachers
— Newspapers
— Libraries
— Friends groups
— United Way

Interviewing and Hiring

Using an application form will enable you to get a feel for the potential volunteer's needs and suitability for the tasks you have decided to assign. The form should include the kind of work needed, the amount of time available, the specific times the candidate wants to work, and the question, "Why do you want to volunteer?" You may also want to ask for references.

In the interview, express appreciation that the individual is willing to volunteer his time. Make the job duties and the time commitment clear. Explain any policies. Show them your manual.

Your goal is to discover what would satisfy the volunteer, then match the volunteer with the task. Ask, "Do you prefer social activity or solitary work?" Senior volunteers often want socialization. If you put them in a back room sorting all day, you will likely lose them. It is better to put them in a more public area, and include them in staff breaks. On the other hand, if the volunteers see their activity as a job after retirement, they will want a set schedule, set tasks, and a no-nonsense attitude. For this type of person, doing the job is as important as socializing. Another good question to ask is, "What would make you feel like you've done a good job?"

Orientation and Training

Your volunteers will only be as valuable as the training they receive. On the first day, the volunteer coordinator should try to make the volunteer feel comfortable and to anticipate as many questions as possible. Introductions to all of the staff and a tour of the facilities are mandatory. Allow the volunteers to get to know you and assure them access to you as they need it. Make sure each one knows where to hang her coat, store her valuables, find the restroom, and eat lunch. Go over the mission of the institution and the organization of the library. Talk about your service philosophy, what to do in an emergency, and how to deal with an unruly patron. Give each one access to the policy and procedures manual so they have a written source they can consult after you have shown them what to do. Go over how they will be evaluated.

Evaluation

Setting up a formal evaluation procedure allows the volunteers a chance to have input in decisions affecting the program. On a regular basis, ask their opinions of their work, and ask if their needs are being met. In return, tell them how they are doing, or how they can improve. After all have had a chance to give input, make a list of the positives and negatives. Move quickly on any problems that surface, such as tardiness, gossiping, failure to work assigned hours, or inattention to detail. Share your findings with your staff to make adjustments in the program and report successes.

If a volunteer needs improvement, there are a range of options to choose from:

— Reminder
— New assignment
— New supervisor
— Retrain
— Retire

— Benign neglect
— Dismiss

Firing a volunteer is admittedly difficult. It should be done immediately in cases of abuse of a patron or theft of materials. Sometimes, if all other avenues of improvement fail, a nice discussion on how a mismatch has occurred may soften the blow.

When a volunteer decides on his own to leave, use an exit interview or questionnaire as another source of evaluation.

Recognition

Volunteers need lots of attention: coffee, snacks, greetings when they arrive, and conversation. But formal recognition is the volunteer's paycheck. Plan to use as many of the following ideas as possible, keeping in mind that each person is unique and will respond to different kinds of rewards:

— Banquets, complete with entertainment
— Lunches out
— Letters, notes, verbal appreciation, certificates, plaques
— Articles in newsletters, newspapers
— Public chart with hours worked posted
— Opportunities to interact with ranking administrators
— Conferences, continuing education
— Staff meetings and parties, social hours with donuts
— Control over their job
— Pins, smocks, badges, tee shirts
— Use of equipment, a desk, mail box, coffee mug
— Free parking, fine waivers
— Radio interviews
— Gifts (bookmarks, pens, candy)
— Birthday recognition
— Paid position

Conclusion

Both frustration and elation are emotions which the volunteer coordinator may expect to experience while supervising a crew of busy volunteers. Some may prove slow and tax your patience; others may take charge of a project and complete it efficiently. Doubtless, with good planning and supervision, the library will benefit greatly from the work of volunteers. Avoiding pitfalls by investing the time and effort required to manage volunteers will lead to a

harvest of benefits. Just as with paid staff, when volunteers feel satisfied and productive, the entire library and its patrons can see positive results.

End Notes

1. White, p. 66
2. Chadbourne, p.27
3. Wyly, p. 322
4. American Library Association
5. Hayghe, p. 22
6. Wyly, p. 317
7. Peterson, p. 5
8. Karp, p. 1
9. Obrotka, p. 247
10. Dudden, p. 14

Bibliography

Guidelines for Using Volunteers in Libraries. Chicago: American Library Association, 1971.

Chadbourne, Robert D. "Volunteers in the Library: Both Sides Must Give in Order to Get." *Wilson Library Bulletin* 67, (June 1993):26-27.

Clarke, Susan A. "A Strategy for Happy Endings." *Book Report* 11 (Nov/Dec 1992):14-15,17.

Dudden, Rosalind F. "Volunteers: How to Keep Them Coming Back." *Colorado Libraries* 17 (June 1991):14-15.

Hanlon, Brenda, ed. *The Best of VAL: A Collection from the First Five Years of Voluntary Action Leadership.* Washington, D.C.: National Center for Citizen Involvement, 1980.

Hayghe, Howard V. "Volunteers in the U.S.: Who Donates the Time?" *Monthly Labor Review* 114, no. 2 (Feb 1991):17-23.

Hedges, Cheri and Stephanie Span. "Good Volunteer Management Helps Make the Difference." *Ohio Libraries* 4 (July/Aug 1991):20.

Karp, Rashelle S. *Volunteers in Libraries.* Chicago: American Library Association, 1993.

McCurley, Stephen and Sue Vineyard. *101* Ideas for Volunteer Programs.* Downers Grove, IL.: Heritage Arts Publishing, 1986.

Obrokta, Carole. "Media in Catechesis." *Catholic Library World* 60 (May/June 1989):247.

Roberts, Anne F. "Volunteers and Reference Services With a Special Collection." *Reference Librarian*, no. 33 (1991):207-209.

Roy, Loriene. "The Use of Volunteers in Public Libraries: A Pilot Study." *Public Library Quarterly* 8, no.1/2 (1987/1988):127-145.

Smith, Marsha Anderson. "Volunteerism." *Colorado Libraries* 17 (June 1991):4-22.

Vineyard, Sue. *Beyond Banquets, Plaques and Pins: Creative Ways to Recognize Volunteers.* Downers Grove, IL: VMSystems/Heritage Arts Pub., 1989.

White, Herbert S. "The Double-Edged Sword of Library Volunteerism." *Library Journal* 118, (April 15, 1993):66-67.

Wyly, Mary. "Uncommon Human Resources: The Newberry Library Volunteer Program." *Library Trends* 41, no. 2 (Fall 1992):316-329.

Total Quality Management and Libraries

by Sandra M. Rowland
Westfield Public Library
Carmel, IN

Background

Total quality management (TQM) has been a much used phrase in American management circles since the early 1980s. The concept was brought from Japan where it was developed and used for the past four decades.[1] TQM is not "'just another management approach': it is no less than a paradigm shift, a new management (philosophy, set of concepts and tools)."[2] TQM provides a means to better management and increased productivity. Even though for-profit companies in the United States have been involved with TQM for many years, it has just recently reached the attention of librarians.[3] Librarians are now starting to adapt this management approach for use in their own organizations. Whether or not this is a good "fit" remains to be seen. However, since one of the premises of TQM is customer service, and libraries traditionally exist to serve users (customers), the more proper question may be how can TQM be adapted to "fit" libraries? What TQM is and how libraries may utilize TQM will be addressed here.

Total quality management stems from the work of both Dr. W. Edwards Deming, who is called "the father figure of the modern quality revolution,"[4] and J. M. Juran.[5] More current leaders of "the 'new wave' of quality gurus" are Philip Crosby and Tom Peters.[6] Much has been written on TQM in an attempt to not only define it, but to show how it is being used in industry. Hundreds of articles on TQM from within the past three years can be found on *Infotrac*, a CD-ROM database which indexes journal articles. Using "Veronica" to search the Internet likewise brings up more than 100 matches.

Characteristics of TQM

In attempting to define TQM simply and without using Deming's Fourteen Points,[7] Juran's "quality planning road map," or Crosby's fourteen steps to quality improvement,[8] author Jerry Westbrook[9] generates these six characteristics:

1) Supportive organization culture

2) Customer orientation
3) Teams
4) Problem solving
5) Continuous improvement
6) Measurement

These characteristics are central to TQM, and defining them is important for understanding TQM, but definitions are not enough. It is imperative that all employees of an organization put these qualities into practice, and the commitment and enthusiasm must begin with the top administration. "TQM must start at the top. If there is one vital ingredient for a successful TQM effort in a small firm, it is the CEO's visible and unreserved commitment of TQM. Without it, other managers will hang back."[10] Rick Tetzeli echoes his belief, "research proves that a quality program works only when the chief executives visibly back it." This corresponds to the first characteristic above — supportive organization culture. Without it TQM will not succeed. Another element that needs to be understood is that TQM is not a short term solution. "Managements expect it to be instant gratification, and that is one of the key reasons for failure.... Patience and labor peace are the keys to making it work."[11]

Total quality management looks at quality, but it must not be quality for quality's sake. When this occurred "quality became its own reward. Standards were more important than sales, and companies appeared more interested in prizes than profits."[12] It has been observed that some companies "improved communication, they've got team-building, empowerment, employee involvement—but they've never improved anything yet that's important to their customers."[13] Customer satisfaction/orientation, number two from the above list of characteristics, must be stressed. University of Michigan professor Claess Fornell considers customers to be "an economic asset. They're not on the balance sheet, but they should be."[14] "Today's hallmark of quality, then, is measured both in terms of customer satisfaction and bottom-line results."[15] The term "customer," however, is not limited to the end-user as one traditionally thinks of a customer.

TQM does not, however, only give primacy to the external customer who buys the product and service. It also conceives there to be a whole range of internal customers within the organization, whatever its type. The TQM perspective considers that all the people working within the organization — whether manufacturing, commercial service, or public sector provision — are linked in a network or chain of customer-

supplier relationships. Hence, the intent of TQM is that all internal customers are to be equally well satisfied with the service or product they are supplied with.[16]

Ways to accomplish customer satisfaction and quality lead to other TQM concepts such as empowerment and benchmarking. Empowerment encompasses characteristics three and four above, teams and problem solving. Empowerment gives responsibility to the worker.

> People who have the ability to make quality improvements should be given the authority to make them. This process leads to semi-autonomous work groups and greater self-control for individual rank-and-file workers so that they become involved in issues which were previously the prerogative of management.[17]

Some managers are skeptical of empowering employees because they see it as a threat to their own power, however "empowerment doesn't mean abdication... The truth is, you get power by giving power. It's much better to have a thousand people pulling in your direction..."[18] The chairman of Corning, Inc. believes that "employees know more about their jobs and their tools than all the experts or bosses around."[19] He also thinks that today's workers are better educated and want to make their own decisions. They "do not require the same organizational framework that existed 100 years ago."[20] TQM "places greater emphasis on group rather than individual performance because, if managed properly, teams effectively solve work problems."[21] By empowering teams as well as individuals "they [teams] are able to determine their own procedures, sub-goals, objectives, and ways of working providing that the goals they set are commensurate with the strategic goals of the organization as a whole."[22] Through empowerment, both individuals and teams work for the betterment of the organization and the quality of the product in whatever form it takes.

Benchmarking is defined as "the continuous process of measuring products, services, and practices against the toughest competitors or those companies recognized as industry leaders."[23] Morgan and Murgatroyd list four different types of benchmarking: internal, competitive, functional, and generic. They go on to state that "increasingly successful organizations are using benchmarking to sustain their quality improvements and efforts and to focus the energies of teams..." Benchmarking involves continuous improvement and measurement; characteristics five and six above. It "combines internal analyses with external studies."[24]

TQM and Libraries

What relevance does TQM have for libraries, and are libraries looking into TQM? Even though a search on TQM brought up more than 900 references on *Infotrac*, and more than 100 on the Internet, once the term TQM is linked with the term library (and its variations) fewer than ten references from each source are obtained. One of the reasons for this is that TQM as a management tool in libraries is a fairly new concept, and there simply is not much literature on the subject yet. This very idea is pointed out in the introduction to one of the few materials found pertaining to TQM and libraries. The authors Jurow and Barnard state, "To date very little of it [TQM] has related directly or indirectly to libraries". Nonetheless, TQM seems to have a new found popularity in libraries. A TQM listserv (TQMLIB) has been created solely for libraries. However, many of the messages on the listserv indicate that libraries are still searching for information about TQM. They are interested in finding out how other libraries are implementing TQM in their workplaces. Unfortunately, there was not much input from those libraries on the TQMLIB listserv.

One of the first questions one might ask is why look at another management tool for libraries at all; and then, why look at TQM? There is little doubt that libraries are undergoing a transformation. New and better technology is appearing and will continue to appear. There is also the concept of the "information super-highway." Now, it is not always necessary for the user to go to the library to find information. For example, while accessing a journal index using a computer and modem at home, not only was an article's title established, but the full text was available to be printed out at home, all without going to a library. Stuart and Drake made the same point. "It often is more efficient and more effective for people to use on-line information systems for data, information, and documents than to spend hours in the library..." Library administrators need to plan for this shift in the ways that libraries are perceived and needed. In planning for the future,

> Total Quality Management offers an approach for an organization to design processes, policies, and jobs so that they are the best, most effective methods for serving users' needs, eliminating inefficiencies, and making sure that quality service is built into the way things are done.[25]

Once the decision is made to try TQM, what is the next step? One problem is figuring out how to start. "The American stampede to embrace quality programs has produced uneven results because no single blueprint for improvement is broadly applicable."[26] Here one goes back to a premise stated above.

TQM has to start with the top administration. If they are not sold, if they do not embrace it enthusiastically, then neither will their employees. "It is generally agreed and emphatically reiterated that commitment by top management is essential to the lasting success of TQM in any organization."[27] Academic libraries seem to be the first libraries to try TQM, most of them prompted by their university's administrators. Delegates have been sent from libraries to attend initial TQM training at either university training seminars or for-profit companies in order to decide whether to go forward with TQM.[28]

Approaches to TQM

Susan Barnard suggests one approach to TQM, and although her approach is specifically for research libraries, it could be applied to any library. Her model involves ten steps which are accomplished in four phases, but she is quick to point out that "this does not mean that these steps and activities must be strictly sequential, or that all are mandatory."[29]

Phase one involves two steps — exploration and decision. Exploring is gathering information by reading, discussion, and/or attending initial TQM training sessions as the above delegates did. Decision making is deciding whether or not to implement TQM.

Phase two contains step three -- leadership planning. Under this heading is not only the planning but organizational assessment (how compatible the organization is with TQM), understanding both internal and external customers, as well as vision and guiding principles. Once these have been identified phase three can begin.

Phase three contains steps four through eight. Step four defines the products and services offered by the library, identifies and groups internal and external customers, and finally decides what services and products are provided to each group of customers. Step five assesses the needs and expectations of customers. Step six identifies and evaluates the critical processes that drive the organization. In step seven, pilot project teams are initiated to participate in problem solving throughout the organization. The final step of the third phase is pilot team training.

Phase four, evaluation and expansion, includes the final two steps. Step nine has the senior management creating a three to five year master TQM plan; while step ten targets division and departmental planning.[30]

When doing a comparison, it can be seen that these steps parallel the six

characteristics described earlier by Westbrook. A supportive organization culture parallels steps one, two, and three (leadership planning and organizational assessment). Customer orientation correlates with steps three (understanding customers), four, and five. Step six involves measurement, steps seven and eight include teams and problem solving. And finally, steps nine and ten encompass continuous improvement. What Barnard has done is adapt the TQM model used in industry to the library environment.

Mackey takes Deming's Fourteen Points and adapts each one for library use.[31] A few of these points are enlightening in respect to libraries, and eight of those (comparatively numbered to Deming's Fourteen Points) are given below:

1) "Created constancy of purpose toward improvement of product and service.... In the library constancy of purpose is embodied in its mission statement."

4) "End the practice of awarding business on the basis of price tag; instead, minimize total cost.... The long-term benefits of quality (i.e. trust, durability, and trouble-free operation) have been traded for the short-term benefit of lower per unit price [awarding business to the lowest bidder]."

6) "Institute training for all employees... training is applicable to all levels of library employees.... Training, like any other process in the library, should be flow-charted and quality built in at each step in the training process.... continually improving the training process should challenge top management... This includes training librarians to be leaders."

9) "Break down barriers between staff areas."

11) "Eliminate numerical quotas for the work force and eliminate numerical goals for people in management....These quotas emphasize short-term numerical goals over long-term quality."

12) "Remove barriers that rob the worker of pride in their work.... Provide employees with clearly defined job descriptions and the materials and support they need to do their work."

13) "Encourage education and self-improvement for everyone.... first train the entire staff in the new principles of the philosophy... Beyond this, training takes place at all levels, at all times....Retraining employees who

are already established in their jobs is an essential element of the equation."

14) "Take action to accomplish the transformation....Quality results when every individual in the library understands and adopts the philosophy of neverending improvement and when all the processes of library operations are in statistical control."[32]

The Importance of Customer Service

When comparing Westbrook's characteristics, Barnard's model, and Mackey's adapted Fourteen Points, one gets a good perspective on how TQM might be used in a library environment. One important focus which should be at the attention of administrators, librarians, and support staff is that of customer service. Unfortunately, often in the past "Librarians were more concerned with internal process rather than perceptions of value or customer service. They saw themselves as keepers of knowledge rather than active agents in information transfer."[33] If one believes in TQM then this past mindset must change. If libraries are to be prominent in the years to come, they must place more importance on the patron's needs, whether they implement TQM or not.

A comprehension of the principles and importance of customer service and satisfaction as a primary goal of quality management is critical for the fullest realization of its potential in libraries. In fact, of all of the elements of quality manage-magnet, the two which are perhaps least familiar to libraries yet are potentially the most beneficial aspects, are 1) customer focus and 2) continuous improvement through statistical process control.[34]

Case Western Reserve University Library implemented a value-added process which was much like TQM. They also realized the need to identify the customer's expectations and wants and did this by conducting

an extensive user survey. The librarians conducted interviews and surveys to probe into the information gathering and usage behaviors of the campus community. These focused on what the users' information needs and sources were, how they used this information, and how the library fits into their information environment.[35]

In this way, they were not only getting information for the present but for the future. "You can't satisfy their needs unless you know what their needs are."[36] Customer orientation/focus/needs have to be addressed no matter what

type of library environment one is in because competition is becoming keener and "the library is not the information source of choice"[37] that it once used to be.

Barriers to TQM

Some of the benefits of TQM have been mentioned above: continuous improvement, customer orientation, supportive organizational culture, and breaking down interdepartmental barriers.[38] A brief mention must be made of four barriers to adoption of TQM in libraries. One is vocabulary. Arguments about the language of TQM are time-consuming and may never be resolved. Another is commitment. As mentioned before, TQM is not a quick fix; it requires long-term commitment, perhaps even longer in the service sector. The third is process. We tend to be impatient with process and eager for closure. The fourth barrier is the professional one. Jurow and Barnard state that "The higher the degree of professionalization within an organization, the greater the resistance to certain elements of TQM, particularly its customer focus."[39] In other words, adoption of TQM may not be accepted in the same light by everyone. One person may see it as the answer to all problems, while another sees it as causing more problems than it solves.

Support and Resources

Once TQM is initiated, the "managers play a key role in supporting the process through ongoing communication and training."[40] With proper support, with communication, and all employees receiving training (all important parts of the TQM process), TQM can be implemented with all working with the process no matter what their initial sentiment.

Fishbone charts play an important role as a tool of TQM, and so do flow-charts. A few libraries have documented the way they are using TQM techniques to deal with problem-solving. Libraries are seeking other libraries to use for benchmarking purposes. In a "Veronica" search on the Internet, there was an announcement of a workshop on total quality management for technical services employees. One book on TQM in libraries that looked particularly interesting, *Total Quality Management in Libraries: A Sourcebook,* by Rosanna M. O'Neil, was published in 1994. A particularly helpful periodical was the *Journal of Library Administration,* January/February 1993, which was simultaneously published as the book *Integrating Total Quality Management in a Library Setting* (Haworth, 1993), edited by Susan Jurow and Susan B. Barnard. Libraries which own a copy are loathe to lend it out.

Conclusion

Total quality management and libraries do "fit" together. The obstacle, here as in the for-profit sector, is generating enthusiasm among the organization's workers. People are averse to change. Librarians today are surrounded by change. To change management models requires an almost superhuman effort, but the rewards of TQM are worth it. Once a person grasps a full understanding of TQM the concept is much easier to embrace. TQM can help libraries span the tremendous leap that technology has brought forth. With faith, commitment, and enthusiasm, TQM can provide libraries with clearer vision and a brighter future.

End Notes

1. Mathews and Katel
2. Morgan and Murgatroyd
3. White
4. Morgan and Murgatroyd
5. Barrier
6. Morgan and Murgatroyd
7. Scherkenbach
8. Morgan and Murgatroyd
9. Westbrook
10. Barrier
11. Mathews and Katel
12. Greising
13. Benson
14. Greising
15. Benson
16. Morgan and Murgatroyd
17. Morgan
18. Barrier
19. Houghton
20. ibid
21. Bowman
22. Morgan and Murgatroyd
23. Rothman

24. ibid

25. Gapen, Hampton and Schmitt

26. Stuart and Drake

27. Barnard

28. Stuart and Drake; Butcher; Clack

29. Barnard

30. ibid

31. Mackey and Mackey

32. ibid

33. Stuart and Drake

34. Barnard

35. Gapen, Hampton, and Schmitt

36. Barnard

37. Stuart and Drake

38. Jurow and Barnard

39. ibid

40. Clack

Bibliography

Barnard, Susan B. "Implementing Total Quality Management: A Model for Research Libraries." *Journal of Library Administration* 18, no. 1/2 (1993):57-70.

Barrier, Michael. "Small Firms Put Quality First." *Nation's Business* 80 (May 1992):22-28.

Benson, Tracy E. "A Business Strategy Comes of Age." *Industry Week* 242 (3 May 1993):40-44.

Bowman, James S. "At Last, An Alternative to Performance Appraisal: Total Quality Management." *Public Administration Review* 54, no 2 (1994):129-136.

Butcher, Karyle S. "Total Quality Management: The Oregon State University Library's Experience." *Journal of Library Administration* 18, no. 1/2 (1993):45-56.

Clack, Mary Elizabeth. "Organizational Development and TQM: The Harvard College Library's Experience." *Journal of Library Administration* 18, no 1/2 (1993):29-43.

Gapen, D. Kaye, Queen Hampton, and Sharon Schmitt. "TQM: The Director's Perspective." *Journal of Library Administration* 18, no. 1/2 (1993):15-28.

Greising, David. "Quality: How to Make It Pay." *Business Week* no. 3384 (1994):54-59.

Houghton, James R. "It's Time for a New Management System." *USA Today Magazine* 121 (March 1993):62-64.

Jurow, Susan and Susan B. Barnard. "Introduction: TQM Fundamentals and Overview of Contents." *Journal of Library Administration* 18, no. 1/2 (1993):1-13.

Mackey, Terry and Kitty Mackey. "Think Quality! The Deming Approach Does Work in Libraries." *Library Journal* 117, no. 9 (1992):57-61.

Mathews, Jay and Peter Katel. "The Cost of Quality: Faced With Hard Times, Business Sours on 'Total Quality Management'." *Newsweek* 120 (7 September 1992):48-49.

Morgan, Colin and Stephen Murgatroyd. *Total Quality Management in the Public Sector: An International Perspective.* Philadelphia: Open University Press, 1994.

Rothman, Howard. "You Need Not Be Big to Benchmark." *Nation's Business* 80 (December 1992):64-65.

Scherkenbach, William W. *The Deming Route to Quality and Productivity: Road Maps and Roadblocks.* Washington, D.C.: CEEP Press, 1991.

Stuart, Crit and Miriam A. Drake. "TQM in Research Libraries." *Special Libraries* 84, no. 3 (1993):131-136.

Tetzeli, Rick. "Making Quality More Than a Fad." *Fortune* 125 (18 May 1992):12-13.

TQMLIB. Listserv for those interested in TQM for libraries. Can be subscribed to by sending an e-mail message to listserv@cms.cc.wayne.edu and putting SUBSCRIBE TQMLIB first name,last name in the body of the message.

Westbrook, Jerry D. "Taking a Multivariate Approach to Total Quality Management." *Industrial Management* 35, no. 2 (1993):2-3.

White, Herbert S. "The Library Implications of Individual and Team Empowerment." *Library Journal* 118, no. 11 (1993):47-48.

Library Management of Interpersonal Relationships Between Employees

by
Elaine Gass, Indiana University
School of Library and Information Science
Bloomington, IN

Jennifer Sheffield, North Central College
Naperville, IL

Introduction

The issue of interpersonal relationships in the workplace has traditionally been regarded as of concern in the business world, with relatively little attention given to the occurrence in library management literature. Thus, a random survey of twenty-one public library supervisors in Indiana was conducted to explore whether dating is an issue in the library setting and to gain a sense of how it is currently being addressed. Management in general has a history of ignoring this sensitive issue, often out of fear of interfering with an employee's right to privacy.[1] However, workplace romance is a regular occurrence in any professional setting, and it is the authors' position that it would be wise for managers to have guidelines in place on how to handle this issue, especially in the case of disruptive occurrences that effect the overall operations of the library.

A recent Gallup poll found that "more than half of employed Americans (57 percent) find workplace dating acceptable."[2] However, when people are initially presented with the concept of such relationships in the workplace, first reactions are often times unfavorable.[3] There are a number of social trends that promote the occurrence of dating between co-workers. For instance, women now fill 45 percent of existing jobs, often times in positions that coexist with or outrank those held by men.[4] This increases the opportunity for intimate interactions between colleagues, whereas traditionally women who worked outside the home were in positions subordinate to men. In addition, because people work on the average of 158 hours more per year than they did twenty years ago, leisure time has greatly decreased.[5] This creates fewer places for individuals to meet suitable partners. Most influential perhaps is the fact that people working together tend to share similar backgrounds, as socioeconomic class, educational, and ethnic backgrounds influence career selection.[6] In light of

these factors, workplace romance may seem like the perfect solution. However, still at issue are the negative effects workplace romance can create such as gossip and the potential for low productivity. Clearly, workplace dating is a delicate issue which does not have any definitive solutions.

This paper addresses the lack of library management information by looking at the following aspects of interpersonal relationships within the workplace. The next section describes the possible positive aspects of workplace romance, including the boost in employee's morale and higher productivity. The following section describes possible negative aspects of workplace romance, including difficulties with co-workers and unfortunate legal repercussions. A later section presents some guidelines for managers who want to address the issue openly and frankly for the sake of a happier and more efficient work environment; and finally, there is a brief conclusion of the overall issues involving workplace dating.

Positive Aspects of Workplace Dating

There are many compelling arguments for allowing workplace dating. Although controversial, this type of behavior occurs quite often. A recent survey of 100 executive women indicated that seventy-six of them were aware of or had had a workplace romance.[7] "Work is sexy. Affairs occur because people work long and hard, and when you're working intensively on something together, ideas flow and energy often generates heat. Many people enjoy the intrigue and the cover-up."[8] Of the twenty-one Indiana public library supervisors surveyed, ten had previously witnessed employee dating, resulting in dozens of weddings from the relationships. This scenario can easily happen when individuals with similar likes and interests spend the majority of their time working in close proximity.

A growing number of work environments are even looking upon employee romance favorably, believing that sexual attraction may boost productivity because work is more enjoyable and workers feel happier, less stressed, and satisfied with their personal lives.[9] David Eyler and Andrea Baridon, authors of "Managing Sexual Attraction in the Workplace" agree that sexual chemistry between colleagues is a positive situation and one that should be utilized.[10] "When co-workers find themselves attracted to each other, they can turn their work into a passion, a creative endeavor that generates energy unknown in most business relationships."[11] Eyler and Baridon also support a "more-than-friends, less-than-lovers" model, in which the attraction is channeled toward a productive work outlet and not a sexual one. "The more-than-friends, less-than-lovers model offers a way to avoid affairs or painful misunderstandings

while maximizing the productive aspects of an especially well matched male-female team."[12] In this scenario, the two individuals feed off each other, creating a positive force that could potentially strengthen the production and creativity of the involved individuals. Recent studies have concluded that when it comes to problem solving, mixed-sex teams are faster and more imaginative than single-sex teams since sexual tension in mixed teams makes people try harder to understand, help, and impress one another.[13]

Couples who work together also have the ability to be each other's counselor on work-related issues and are able to understand the demands and pressures involved at the workplace. Couples with the same employer may also have a little more flexibility in their schedules and have an easier time planning for their fast paced daily lives.[14] Communication can also become stronger, as convenient access to one another is always present.[15] A richer benefits package may also be created if the happy couple matriculates into a long lasting relationship.

Negative Aspects of Workplace Dating

There are also many compelling articles written that are against employees dating one another. When dating begins, those involved may fail to realize the possible professional and personal drawbacks of their relationship, not to mention their loss of privacy. While many work environments may tolerate dating between co-workers, supervisor/employee affairs are still viewed as a negative circumstance on the part of the individuals involved. According to those who oppose workplace dating, co-workers become jealous and angry, causing productivity to suffer.[16] Accusations may arise over favoritism, especially for female subordinates who begin a romance with a male boss. "In these situations people still tend to blame the woman because she is likely to have less responsibility and power, she is also likelier to be transferred or let go."[17] This double standard can and often does tarnish the reputations and careers of prominent women. However, this trend may decrease, for in "the morally and ethically conscious 1990s, the boss who is clearly in a conflict-of-interest position may also end up paying a penalty -- even if the boss is a man."[18]

In regards to communication, the employee grapevine also becomes plagued with gossip and rumors start to spread throughout the workplace. Employees are well aware of their co-workers' social behavior and often do not hesitate to speculate and create gossip. "Lovers never understand the grapevine is vital to internal communication. If it's tied up with love stories, important information isn't getting through."[19] A situation occurred in one of the sample public libraries where two married employees were "infatuated" with one

another, spending excess time in each other's departments, taking long lunch breaks, and excessively talking to one another. Their respectability was tarnished among other employees, and the grapevine was plagued with gossip. After receiving a warning from the supervisor, the behavior did decrease and eventually one of the involved employees moved to another library.

If the relationship doesn't last, working with an ex-lover can be a difficult situation, especially if feelings of interest still exist on the part of one of the individuals. This can make working conditions very uncomfortable, especially if the individual becomes involved with another employee. This scenario occurred in one of the sample libraries, causing the distracted employee to leave the library for another position.

In some situations, however, an individual can be discriminated against for not having an affair. Viewed as "economic rape," this scenario isolates those unwilling to engage in an interpersonal relationship, while rewarding willing participants with perks such as money, key assignments, and travel opportunities.[20] Thus, those individuals unwilling to participate are unable to compete and must either submit to the pressure of becoming involved with a supervisor, transfer, or accept low seniority in their present work environment.

Sexual harassment is another issue, since disgruntled ex-lovers can make returning to a strictly professional relationship virtually impossible. In a 1991 survey by the Society for Human Resource Management, 47 percent of those questioned stated sexual harassment as a problem that could result from workplace romance.[21] The situation may generate lawsuits, high employee turnover, and increased money spent on legal actions. Worse yet, one out of twenty sexual harassment cases are dismissed because the individual was previously involved with the co-worker in the suit.[22] This situation is not only unfair, it also creates the illusion that sexual harassment is justifiable between ex-lovers. Another drawback of employee dating, according to critics, involves yet another possible legal repercussion. A workplace can be sued by a worker who claims a romantic relationship interfered with his or her work environment and made work conditions "hostile." If co-workers can prove that favoritism was more than just an isolated incident, a case could easily be made.[23] Couples must struggle to be seen as individual players. There is a danger that "people will think you are getting preferential treatment or will make assumptions about your career path, abilities, or preferences based on what your spouse or (lover) is doing."[24] Thus favoritism may cause a library to unwantingly become involved with legal matters and lower its image in the eyes of the public.

Managerial Guidelines for Workplace Romance

Most of the surveyed public library managers agreed that they do not want to interfere in the personal lives of their employees. However, management not only has the right to protect the overall operations of their respective libraries but the responsibility to do so as well. A1991 survey by the Society for Human Resource Management found that of 1,500 personnel managers nationwide, 92 percent had no policy involving employee dating. They found that 70 percent accepted dating among co-workers, 28 percent officially allowed it but discouraged its occurrence, and only 2 percent prohibited it outright.[25]

Not one of the twenty-one Indiana public library supervisors surveyed had a policy regarding employee dating. Two libraries stated they would consider implementing a policy only if the situation ever became a serious problem. However, each supervisor stated they would address an interpersonal relationship between employees if the behavior was affecting work performance. "I would be very reluctant to write a policy (forbidding employee dating)..." one supervisor stated. "The key factor is how personal relationships influence work performance and service to patrons. If the influence is negative, then the library can take action against those behaviors that are unacceptable. However, the library administration must be careful to focus comments and concerns directly on work behavior." If employee dating is interfering with the work environment, it needs to be addressed on the same basis as any other behavioral problem.

This paper is not a recommendation for the formation of formal policies forbidding employee dating. Physical attraction cannot be eliminated because a policy pronounces it is not allowed. However, policy guidelines surrounding this issue can address any behavior that interferes with library operations and list ways to handle the situations accordingly. One suggestion is to create a policy of non-interference, whereby employees are disciplined or even terminated if their personal lives interfere with their work performance.[26] To properly enforce this, managers need to be trained in how to handle romances and encouraged to be direct and open about problems from the very beginning. This would include discussing only noticeable behavior and avoiding any moral judgments.[27] Management also needs to be aware that each case of workplace romance is unique and should be treated accordingly.

The following guidelines are suggestions taken from management literature in hopes of preparing supervisors to handle workplace romance effectively and fairly, with the least amount of frustration in the work environment:

1) Policy needs to be addressed and management must be open and frank

about the problems which could arise from employees dating one another. This can be discussed at regularly scheduled meetings as well as through employee newsletters to make workers aware of the situation.

2) Training for new employees should include a discussion of workplace romance and the library's policy towards the situation in the orientation program. A similar discussion is necessary in management training, which should also cover the topic of favoritism.

3) Coaching can be implemented in order to support the manager of a couple who are involved in a romance by meeting with the supervisor to review the policy. Suggestions can be made on how to handle the relationship within the library setting.[28]

4) Managers need to openly discuss the situation with a romancing couple if their involvement is affecting their work performance. Only noticeable behaviors should be discussed and both the manager and the couple must be given ample opportunity to talk. Documentation should be made when any employee behavior that needs to be discussed occurs, as well as any agreements or disagreements that come about during the meeting. These actions require effective communication skills, including both verbal and nonverbal actions.

Harvey Robbins, author of *How to Speak and Listen Effectively* (American Management Association, 1992), recommends the following techniques for managers to successfully discuss negative behavior with employees:[29]

— Describe the specific behavior observed
— Describe the impact of the behavior on others in the working environment
— Share your personal feelings about the situation. This will expose the impact their behavior had on you personally
— Describe the consequences of the behavior
— Reach an agreement on how to change the behavior

Conclusion

Libraries are not exempt from employee dating, and the situation certainly requires some thought. It is already a serious issue not likely to decrease in importance in the coming years, especially as the workplace changes in the twenty-first century. Co-workers need to understand the issues surrounding workplace dating, and this can be done only if management chooses to openly

address the issue and make employees aware of the positive and negative aspects of this behavior. Employees would then be more likely to make informed decisions and decide if they really want to engage in a relationship and handle the possibility of a failed romance. Dating a co-worker can be rewarding on a personal and professional level, but it can also lead to frustration and problems that are better kept out of the workplace. Serious consideration is necessary before one decides to bring love into the workplace. Accordingly, managers must make sure to address the issues, especially to avoid having the behavior negatively effect library operations.

End Notes

1. Colby, p. 23
2. Rapp, p. 57
3. Devine and Markiewicz, p. 334
4. Alderman, p. 37
5. Losey, p. 25
6. Anderson and Hunsaker, p. 57
7. Rapp, p. 58
8. ibid, p. 58
9. Fisher, p. 253
10. Eyler and Baridon, p.20
11. ibid, p.20
12. ibid, p.23
13. Fisher, p. 253
14. Thornburg, p. 46
15. ibid, p. 46
16. Rapp, p. 59
17. ibid, p.59
18. ibid, p.58
19. Kennedy, p. 26
20. Rapp, p. 59
21. Jenner, p. 5
22. Rapp, p. 60
23. Alderman, p. 37
24. Thornburg, p. 45

25. Jenner, p. 5
26. Anderson and Hunsaker, p. 63
27. Colby, p. 23
28. ibid, p. 23
29. Robbins, p. 68

Bibliography

Alderman, Lesley. "Surviving an Office Romance Without Jeopardizing Your Job." *Money* February 1995: 37.

Anderson, Carolyn and Phillip Hunsaker. "Why There's Romancing at the Office and Why it's Everybody's Problem." *Personnel* February 1985: 57-63.

Colby, Lee. "Regulating Love." *Personnel* June 1991: 23.

Eyler, David and Andrea Baridon. "Managing Sexual Attraction In the Work-place." *Business Quarterly* Wntr 1992: 19-26.

Fisher, Anne. "Is the Office the Right Place for Romance?" *Cosmopolitan* May:253-255.

Jenner, Lisa. "Office Dating Policies: Is There a Workable Way?" *HR Focus* November 1993: 5.

Kennedy, Marilyn Moats. "Romance in the Office." *Across the Board* March 1992: 23-27.

Losey, Michael. "Managing the 'Personal' in Interpersonal Relations." *Managing Office Technology* November 1993: 25-29.

Rapp, Ellen. "Dangerous Liaisons." *Working Woman* February 1992: 56-61.

Robbins, Harvey. *How to Speak and Listen Effectively.* New York: Modern Language Assoc., 1995.

Thornburg, Linda. "Workplace Couples Face Mixed Reactions." *HR Magazine* June 1993: 43-46.

Internet Basics for Reference:
An ILF Presentation

by
Faith D. Fleming and Joyce Hug
St. Joseph County Public Library
South Bend, IN

Introduction

As one of the first public libraries to have an Internet presence, the St. Joseph County Public Library (SJCPL) has worked hard to find practical and unique uses for this great new information tool. Today we have thirteen public Internet workstations, introductory classes for patrons, and the same commitment as ever to offering high-level reference services. But like all libraries entering into this new information age, we struggle to make organizational sense of this gargantuan resource.

When we were asked by the Reference Division of the Indiana Library Federation (ILF) to come up with a program dealing with "reference and the Internet," we believed that an ultimately "practical" session highlighting some of the reference questions, search methods, and results arrived at using the Internet might be most appreciated by other reference librarians in the state. What follows is a description of the program we presented at the ILF annual conference (Indianapolis, April 1995) including some additional insights we have gained in working with the Internet since then.

The questions presented here and at the ILF conference are all actual queries received at the reference desk at the St. Joseph County Public Library during the past year.

Internet Basics

As the Internet grows, basic reference work is changing. The media is glutted with stories of home pages, chat groups, on-line classified ads, and government data to the point that some librarians feel overwhelmed as they try to keep up with this constantly evolving source of information. In addition, we have patrons coming to our desks with unrealistic ideas about getting their information from the Internet. However, we are seeing the changes: many of us use e-mail and listservs to keep up with our colleagues in a way none of us

could have imagined two years ago. Searching a library catalog in another town is only as difficult as finding its Telnet address. With the World Wide Web, many of the esoteric commands and hard-to-understand Internet concepts have become outdated and replaced with the easy-to-use, colorful, and dynamic Web browsers.

To generalize and simplify, we can define the Internet as a huge network of networks, all able to communicate by way of a set of standard protocols, or rules. These protocols allow computers of different types and on different networks to share information. Essentially, these protocols allow the Internet to function in three major ways: messaging, remote login, and file transfer.

Messaging
Electronic Mail (E-Mail)

The messaging function of the Internet includes e-mail, which consists of sending messages and subscribing to electronic mailing lists, termed LISTSERVs, in order to communicate with individuals or groups anywhere in the world. By subscribing to a listserv dedicated to a particular library interest, reference librarians can monitor trends, seek advice, and make their own ideas heard in ongoing discussions of current issues. Popular LISTSERVs in the SJCPL Reference Department are:

-- Publib: covers all topics of concern to public libraries. Mail to: LISTSERV@nysernet.org. Type: "Subscribe PUBLIB your name"

-- Buslib-L: of interest to business librarians. Mail to: LISTSERV@idbsu.idbsu.edu. Type: "sub BUSLIB-L your name"

-- Nettrain: Internet trainers discuss problems related to Internet training. Mail to: LISTSERV@UBVM.cc.buffalo.edu. Type: "Subscribe NETTRAIN your name."

Newsgroups

Deja News ™
R E S E A R C H   S E R V I C E

http://www.dejanews.com/
Illustration 1: Deja News: A Useful Place to Access Newsgroups

Another very popular type of messaging function is called Usenet. Usenet consists of more than 8,000 newsgroups which are more informal in character than LISTSERVs and focus on everything from hobbies like gardening to controversial issues such as the JFK assassination. Patrons often ask for particular newsgroups that relate to their favorite subject areas. A typical newsgroup would be Rec. Arts. Disney -- covering the latest news and developments at Disney World.

Note: Some Internet providers do not offer access to newsgroups. If you are using Netscape, you can access a public news server. Go to the menu bar, choose "Options" and then "Preferences." From the bar at the top choose "Mail" and "News." At the bottom of the "Mail" and "News" screen in the box for News (NNTP) Server, type "news.sisna.com." Then click on "OK." When you return to the Netscape screen, choose "Newsgroups" from the button bar.

Remote Login

The Internet function of remote login involves using one's own computer to log in to another computer -- a remote host. Once connected, the user's computer may be able to read files, run programs, and search databases. Remote login is the function behind such applications as telnet, Gopher, and the World Wide Web.

Telnet, one of the early and most basic of the Internet applications, allows the user to connect to a remote computer by merely typing in the Internet address (IP) of that computer. A Telnet session is always text-based, requires a login word or string, and does not allow for graphics, sound, or video. At SJCPL, we often use Telnet to search the OPAC's at the University of Notre Dame and Indiana University South Bend.
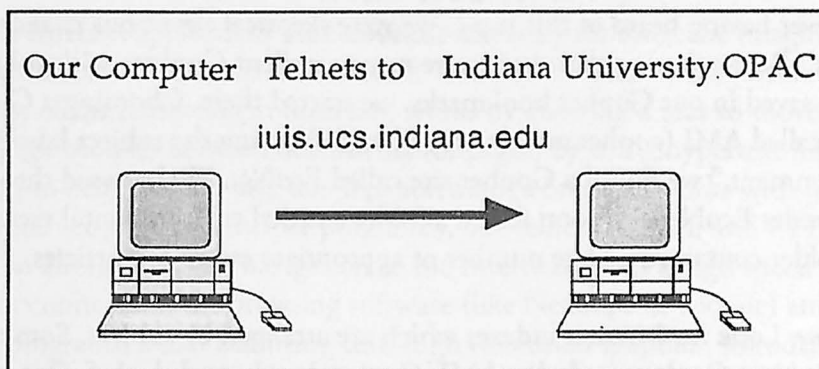
Our Computer Telnets to Indiana University OPAC

iuis.ucs.indiana.edu

Illustration 2: A Telnet Search

The Gopher software was created so that anyone could navigate the Internet. It was no longer necessary to remember the long, unfriendly IP addresses used in telnet. Displaying a user-friendly menu system, it was suddenly wonderfully easy to connect to remote computers all over the world.

Our computer running → **a Gopher server also running**
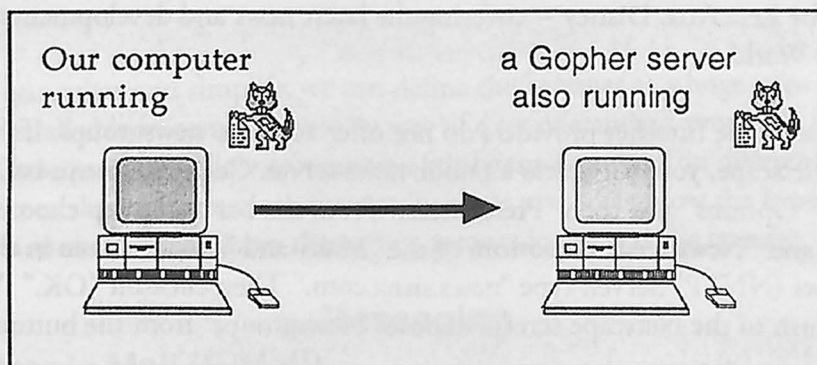
Illustration 3: A Gopher Search

The Gopher application can be set to automatically open a connection to a host computer (also running the Gopher software and called a Gopher server) which will then present hierarchical menus that lead the searcher to text documents, links to other computer databases (using telnet), or more menus of related items. Gopher introduced multimedia (images, sound video) to Internet surfers. As our following question illustrates, information found on Gopher servers can be a valuable resource for even the most unusual topics.

Question 1:
A college student needing information on the subject of environmental racism asks to research it on the Internet.

Never having heard of this topic, we were skeptical about our chances of success. Remembering that there were some excellent Gophers with subject menus saved in our Gopher bookmarks, we started there. Choosing a Gopher server called AMI (gopher.mountain.net) and choosing the subject labeled "environment," we found a Gopher site called EcoNet. We browsed through titles under EcoNet and soon found a folder entitled environmental racism. The folder contained a large number of appropriate essays and articles.

Note: Look for Internet indexes which are arranged by subject. Some of the larger subject Gophers include: AMI, Gopher Jewels, and the InfoSlug at the University of California-Santa Cruz.
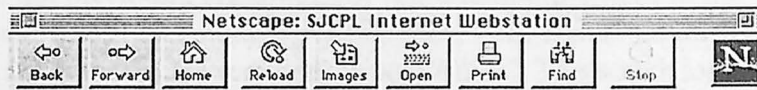
FTP (File Transfer Protocol)

The third function of the Internet is called FTP or file transfer protocol. It gives the user the ability to connect to a remote host computer and then download files stored in that computer's directories. The files available for downloading are usually located in a public directory set up specifically for outside users that do not have passwords -- this process of downloading files from a remote computer is known as anonymous FTP (file transfer protocol).

```
F1040AS2.PDF   35K 10/13/95 1995 Form 1040A (Schedule 2)
                             Child and Dependent Care Expenses for Form
                             1040A Filers
F1040AS3.PDF   32K 10/13/95 1995 Form 1040A (Schedule 3)
                             Credit for the Elderly or the Disabled for
                             Form 1040A Filers
F1040C.PDF    107K 12/19/94 1995 Form 1040C
                             U.S. Departing Alien Income Tax Return
```

Illustration 4: Directory From the FTP Server That Has Tax Forms to be Downloaded: ftp://ftp.fedworld.gov/pub/irs-pdf/irs-pdf.htm

Beginning in January, reference librarians at SJCPL will be busy identifying and downloading those tax forms which don't come in the reproducible book from the above FTP. We use a helper program called *Acrobat* (Adobe) which formats the tax forms to look exactly like the originals (the PDF in the file names identifies them as *Acrobat* documents). We then print them out on a laser printer for our grateful patrons.

```
Netscape: SJCPL Internet Webstation
Back  Forward  Home  Reload  Images  Open  Print  Find  Stop
```

World Wide Web (WWW)

The Internet application that has most assuredly captured the imagination of the public and the media is the World Wide Web. The "Web," while only a variation of the remote login function, works by allowing a user to move quickly (or browse) between documents (or pages) by using hypertext links. In addition to being easy to use, the Web software (a browser) works with many other Internet programs (helper programs), like telnet, Gopher, and FTP, giving an almost seamless navigation of the Internet. With a high speed Internet connection, the browsing software (like Netscape or Mosaic) and the helper programs, a user can bring text, high resolution graphics, sounds, video clips and more to their computer.

In the past year, we have begun to use the WWW extensively to answer a variety of reference questions where traditional resources were inadequate. The following is a sampling of some of our successes. All addresses are given in URL (universal resource locator) style. (http:// will take you to Web pages, gopher:// will take you to Gopher servers accessible through the Web, and telnet:// will connect you to telnet databases via the Web.)

Question 2:
How did our local federal representative (Tim Roemer) vote on the Welfare Reform Bill (HR4)?

Commercial companies like Time Inc. are sponsoring or developing information services on the Internet. While it may be a form of advertising for them, often their "sites" prove to be a valuable information resource. A Web site that will display congressional votes by entering a zip code is available free from Time Inc. (http://www.timeinc.com/cgi-bin/congress-votes).

Note: We heard about this site on the LISTSERV called NETTRAIN. (See earlier discussion for subscription information.)

Question 3:
A student comes to the library looking for information for a paper about the rock star Stevie Nicks.

In the days before the Internet, this type of question would not have been easy. We have no biographies on Stevie Nicks, our rock music books might have a page about her, and there might be one or two magazine articles. But this type of question is perfect for the Internet. Music is one of the most popular and prolific subjects on the Web. We went to the subject directory known as Yahoo (http://www.yahoo.com), chose "Entertainment/Music/Artists/Stevie Nicks" and found a wealth of information about her, her musical discography, lyrics from many of her songs, and even the full-text of an article from a journal.

Note: The World Wide Web offers several excellent subject-oriented lists. These include Yahoo, the Internet Public Library, the World Wide Web Virtual Library, EINET's Galaxy, and GNN.

Question 4:

A woman arrives at the reference desk stating that her boss had sent her to the library to get some census information on two counties in Michigan — Cass and Berrien. She needed the number of households, median household income, and the median value of a home.

Although we could have used the *County City Data Book* (US Dept. of Commerce), going onto the Internet to US Census bureau site (http://www.census.gov/cdrom/lookup) allowed her to create a customized table for just those counties and just those parameters. We chose 1990 Census Data -- STF3A.

Note: For assisting patrons who are relocating, a site offered through the University of Missouri provides wonderful census summaries for most cities with populations of more than 25,000 (Gopher://coins0.coin.missouri.edu:70/11/reference/census/us/basictables/us.text).

Question 5:

A woman from a local social service agency comes in and needs to know the status and see the full-text of a bill called the Personal Responsibility Act of 1995.

One of the joys of having the Internet at reference is that patrons now have access to pending legislation and many other types of government information that were not previously available. For this question, we went to the House Web server (http://www.house.gov). We chose "Bill Status" under "Legislative Process" and typed in "personal adj responsibility." This search looks for records that have these two words adjacent to each other. Looking through the first entries, we found the bill (HR 4) and a complete record of its progress through the House.

Note: Other government Internet sources we use frequently are: The Federal Resister, the White House Web site, the Catalog of Federal Domestic Assistance, Supreme Court Decisions, and the ever popular Library of Congress (telnet://locis.loc.gov).

Search Engines

The size of the Internet makes it imperative to have a way to search for particular items or sites. Search engines are the applications that can perform searches through a large portion of the Internet. These searching programs vary in the way they work. Some look for search words in the URL's or addresses of

the sites or may even find the words in the text of Web pages. Some return results ranked in order of relevancy. A search on the word "unabomber" may result in links to the full text manifesto or to news postings simply commenting on the unabomber. A recent survey found that based on the extent of coverage and performance, two of the best are Lycos (http://lycos.cs.cmu.edu/) (searches more than 10 million URL's) and Infoseek (http://home.netscape.com/home/internet-search.html). A new natural language search engine called Excite (http://www.excite.com) has been receiving rave reviews. You can search by concept or keyword.

Question 6:
A patron asked us to find her a recipe for Peanut Butter Cream Pie.

She had already done the hard work of looking through cookbooks and cookbook indexes. We chose the Lycos search engine and entered the word "pies." Since this search engine displays the most relevant hits first, we were able to spot an archive (an FTP site searchable from the web) devoted to pie recipes. Upon opening the site and scrolling through the alphabetical list of pies, we found a recipe for Peanut Butter Cream Pie.

Note: This recipe archive is excellent but often busy and unavailable: http://www.neosoft.com/recipes/index.html

Question 7:
Recently, we had to give a local high school debate team some ideas on where to get information about the topic: US Trade with China.

Using Excite and the keywords "trade, china, united states" gave us at least five excellent hits, one of which was a Web site at the University of Michigan called United States-China Policy, Michigan National High School Debate Institute -- 1995 (http://asa.ugl.lib.umich.edu/libhome/Documents.center/debate.html). This Web page had links to all kinds of online documents and sites having to do with US-China policy.

Question 8:
A patron that is a member of an investment club needs a copy of the quarterly report on a local company called National Steel.

Two years ago, we would have had to turn this patron away because quarterly reports were simply out of the question. Thanks to many librarians who wrote letters and the head of the SEC (Securities and Exchange Commission), there is a free database called SEC Edgar (http://www.sec.gov) that has the SEC

filings for almost all public companies.

Note: We also use annual reports and quarterly reports from this site for patrons with job interviews (the more you know about a company the better the interview) and student assignments.

Question 9:
Recently Fox TV did a special on the unabomber.
Someone mentioned that he might live in the South Bend-Elkhart area.
Is there a copy of his manifesto on the Internet?

This question illustrates another of the exceptional features about the Internet -- the ability to download large files for the patron to access at home. In this case, we went into Infoseek, typed in "unabomber" and found a site with the full text. We downloaded it to a disk (it was 200k) which was a more inexpensive and efficient method than photocopying, and the patron left to read it on his computer at home.

Question 10:
Where can I look for job listing in inorganic chemistry?
I am willing to relocate and have looked in all of the regular sources.

The Internet is becoming inundated with jobs databases. Some are more regional in scope or restricted to certain industries, but two excellent sites have comprehensive coverage. The On-line Career Center (http://www.occ.com/ occ), has been available for quite some time. The site we used in order to answer this question was the America Job Bank (http://www.ajb.dni.us). The database includes all jobs listed with state unemployment offices and is well designed. We were able to find four or five jobs in Ohio and Michigan that were compatible with the patrons skills and education.

More Topics
As a supplement to the reference questions discussed above, we have prepared a list of additional topics received at our reference desk and answered with Internet sources. Addresses for searching the items are below:

— Lycos: http://lycos.cs.cmu.edu (note: choose "search options" if your search includes more than one keyword

— SJCPL Hotlist: http://sjcpl.lib.in.us/homepage/Reference/ InternetLinks.html

— Infoseek: http://home.netscape.com/home/internet-search.html

— Excite: http://www.excite.com
   *Body piercing shops -- Infoseek--keywords--body piercing
   *Song lyrics -- SJCPL Hotlist/Music/Mammoth Music Meta-List
   *Information on the 1993 blizzard --Lycos--keyword--blizzard
   *A database by model and year of repairs to defective auto parts --
      Lycos, keywords--Chrysler, New Yorker automatic transmission
   *Info on the Sierra Club's Legal Defense Fund --
      Infoseek--keywords—sierra club legal
   *Company addresses -- SJCPL Hotlist/Business/Business Yellow
      Pages
   *An article on force field analysis -- SJCPL Hotlist/Books
      Magazines/CARL UnCover
   *Info on the Catholic church in Latin America -- Infoseek --
      keywords — catholic church latin america
   *Pope John's apostolic letter: Ordinatio Sacerdotalis (On Reserving
      Priestly Ordination to Men Alone; 1994) -- SJCPL Hotlist/
      Religion/Catholic Resources on the Net
   *Jobs teaching English in Japan -- Lycos--keywords--japan teaching
   *Complete annotation of the song American Pie -- Search Gopher
      using Veronica -- keywords -- american pie
   *1995 NCAA football schedule -- SJCPL Hotlist/Sports
   *Information on breast cancer and AIDS -- Yahoo/Medicine/
      Diseases/AIDS/ and Cancer/Breast Cancer
   *The most current CPI (consumer price index) with detailed tables
      -- SJCPL Hotlist/Business & Economics/CPI
   *Relocation salaries -- give your current salary and find out the
      salary equivalent in your new location -- SJCPL Hotlist/Business
      & Economics/Salary Relocator
   *The type of law practiced by a specific lawyer -- SJCPL Hotlist/
      Directories/West's Law Directory
   *Three-day forecast of weather for Myrtle Beach, Florida -- SJCPL
      Hotlist/Weather/University of Michigan's Weather Underground
   *Info on the 4th Conference on Women in Beijing -- Infoseek --
      keywords -- Beijing conference women
   *Current info on the Peace Corp and AmeriCorp -- Excite --
      keywords -- americorp peace corp
   *Recall of Disney Squeeze Me books -- Infoseek -- keywords --
      disney recall

Making the Web Part of the Reference Service

Since Web pages are relatively easy to create, it is possible for a library to

publish all kinds of information concerning the functions and services offered. A home page -- an organization's welcome page to any number of Web pages -- may be created to promote, publicize, or even organize information. (See the SJCPL home page at http://sjcpl.lib.in.us). One helpful type of Web page for both patrons and librarians might be a "hotlist" page which would list and link to Web sites you find helpful in your reference work. Many of the sites listed above have been added to the SJCPL Hotlist page (http://sjcpl.lib.in.us/homepage/Reference/InternetLinks.html) that librarians here use every day. If you opt to create such a page, remember that your creation needs tending. Sites on the Internet change addresses, are redesigned, or simply disappear rapidly. In addition to adding sites, you will need to keep checking the links to keep your hotlist current and useable.

Libraries interested in Web publishing might find that this is the best time to forge new relationships with community organizations. Some public libraries are providing links from their pages to local government offices, social service agencies, or other community groups. As an example, this summer the SJCPL home page added information concerning the College Football Hall of Fame -- a major new attraction in South Bend -- and was able to provide a link directly to that organization's home page.

Free-Nets

As publishing on the Internet becomes easier, information once only published by or for local organizations can now be made globally accessible. The governor of Indiana has allocated one million dollars in grant money for community networks to be established all over the state. As the state's infra-structure grows, communities will become connected electronically, and the most current state and local information will be available to anyone with an Internet connection. The type of information made available on a community net is exemplified in the following question.

Question 11:
A patron needs to finds statistics on the number of babies born to teenagers in our county (St. Joseph).

Before Free-Nets, this question would have required the patron to call the local County Health Department or possibly some other local organization which may not have had the time or motivation to provide the answer. Because we have a local Free-Net, this was not necessary. We looked in the main menu of the Michiana Free-Net (http://freenet.sjcpl.lib.in.us) under "health" and found a section of local health data collected by an organization called Healthy Communities. One of their statistical charts was exactly what we needed.

Conclusion

The Internet is creating a revolution in the field of information science, in public libraries, and in particular in the nature and scope of reference services. No one working in the field today can clearly predict the future even five years from now, but it is fairly certain it will require reference librarians to approach their jobs in new and challenging ways. Perhaps what is needed most is the ability to remain flexible in the face of constant change, to be accepting in the wake of new technology, and to see these times as an exciting and historic adventure in the evolution of libraries as information centers.

A Note About Equipment and Network Capability

At the time of the ILF conference, SJCPL was fortunate to have a direct Internet connection by way of a 56kb line running to the University of Notre Dame, approximately 1.5 miles away. This type of connection allowed us to connect to sites on the Internet at the speed of 56,000 bps, a speedier and more convenient way to connect than by modem.

In our telephone reference area (our typical locus for Internet search questions) we have a Macintosh 8100 PowerPC equipped with 16 mg of memory and a laser printer. Internet software includes *Telnet, TurboGopher* (a Macintosh Gopher program), *Fetch* (a Macintosh FTP program), and the Netscape browser for accessing the World Wide Web. In addition we have downloaded programs and utilities that help in the usual Internet activities.

Illustration 6: One of the PowerPoint Slides from One of Our Sessions for the ILF annual conference session

For our conference session, we relied on a software package called *Microsoft PowerPoint* (Macintosh version) to help us produce a slide show by capturing screen shots and presenting them in a specified order. We then projected the program on a wall screen using a Proxima projector hooked up to one of the computers brought from the library.

End Note

To correspond with the authors, contact them via e-mail at: f.fleming@gomail.sjcpl.lib.in.us or jhug@gomail.sjcpl.lib.in.us or by telephone at (219)282-4616.

Subscription Statistics for Collection and Budget Decisions

by

Rick Ralston, Automated Processing Librarian

Carole Francq, Director of Collection Management

Ruth Lilly Medical Library
Indiana University School of Medicine.
Indianapolis, IN

The most successful library managers in the future will plan using solid and consistent statistical data about library collection budgets. These planners will blend article delivery with print holdings for efficient collections in a competitive market of information providers and annually refresh collections with current topics that support customer service.

Library budgets, especially for the scientific, technical, and medical (STM) journals, are out-of-control in an inflationary spiral. For example, the Ruth Lilly Medical Library is currently experiencing more than 20 percent annual inflation in 40 percent of its titles, mainly from journals published in Europe. The Medical Library has more than 1,800 active subscriptions that have escalated 300 percent in cost over the last ten years.

Skyward costs are driven by the dollar's reduced buying power, demands for more information, publisher profit motives, publication of new journals, page increases per journal, paper and printing costs, and new subject areas. A new format, interactive digital media (IDM), has high growth rates predicted through 1999 for two of its big segments, consumer on-line and packaged multimedia software (i.e. CD-ROM.)

A cost-complexity for collection managers is electronic versions of familiar print titles such as *Science Citation Index (SCI)* and *Books in Print (BIP)*. To decide whether to take a print and/or electronic version of a title, the two formats should be compared using data included in the print and electronic packages, equipment and maintenance support, user needs and training, and value-added services of the electronic format such as simultaneous searching of several data elements and keyword searching. Libraries often select both formats, usually price-packaged together by the publisher. There can be a high

level of user satisfaction associated with electronic indexes accessible at multiple workstations that avoid people queuing at one computer.

800
700
600
500
400
300
200
100
0

FEET

WASHINGTON   A YEAR'S   960
MONUMENT   WORTH OF   CD-ROMs
              JOURNALS
           INDEXED BY MEDLINE

SOURCE: Association of Research Libraries

TOWER OF JOURNALS beside the Washington Monument shows a pile of these publications referenced in the Medline bibliographic database of biomedical literature during just one year. Capturing this material on CD-ROMs or in an on-line database could help libraries cope with the deluge of information.

SCIENTIFIC AMERICAN *December 1994*

Indexes to monumental amounts of data, as in *SCI, BIP*, and *Medline* (the major index to current medical literature), are well suited for electronic access. However, Marcia Tuttle, editor of *Newsletter on Serials Pricing Issues,* cautions librarians and publishers concerning another pricing complexity. Usually free for the first year, publishers offer CD-ROM annual cumulations of print journals. Tuttle warns about CD's of print volumes.

> If the disc contained supplementary materials to the print issues, that disc would have added value. But most do not supplement print, they only make it available in a different format. Yes, CD's are very searchable, but how often does one search a single year of one title any more?[1]

Jean-Claude Guedon responded to a publisher who was basing journal costs

on the value of the information to the user. Guedon replies,

> There is something very disturbing in the thought that the ability to
> diffuse information in several ways, some being faster than others, is
> used to justify various pricing policies that have nothing to do with
> production costs, but rather have to do with profit maximizing.[2]

On journal pricing tied to user demand, which a publisher termed, "psy-
chology of demand," Guedon says,

> In the case of research results produced from public money, it is clear
> that the "psychology of demand" is irrelevant and knowledge of what
> users want is very simple: they want access to all the published research
> available on their topic...There is no reason why customers should
> finance their [publishers] attempt to create new markets or new niches.[3]

There is nothing new about publishers creating "sister" journals of popular
titles. For example, *Nature* is a heavily used journal at the Medical Library and
in the 1994/95 fiscal year, there were 422 reshelvings of its last two years of
publication. When *Nature* came out with *Nature Medicine*, the Medical Library
subscribed immediately, and canceled other subscriptions of equal dollar
amount based on their low usage/cost ratio. What is different, is that within
two years the Medical Library can determine if both sister titles have acceptable
use in relation to their cost. Cancellation might occur if the routine monitoring
of the library's Usage/Cost Relational Index Report alerts the library's collection
manager that this new venture by a publisher has not met customer needs.

Libraries Need Their Own Reports

Most libraries retain a subscription vendor that consolidates invoices and
supplies crucial managerial reports on subscription costs and publisher trends.
Subscription vendor information should be balanced with librarian-generated
reports that are specific to their library.

While publisher products and pricing is being debated, librarians can
prepare. Library planners can lay the structure to better measure and evaluate
response to increased journal costs with reports on their own collections.

Librarians must be prepared to balance collections among 1) print volumes
in the library, 2) electronic access with added services of table-of-contents and
keyword searching, 3) article delivery, and 4) shared resources among consortia.
Libraries are successfully seeking and trying new ways to broaden their collec-

tions using "purchase on demand," fax, and overnight delivery. In almost every case, print journals will need to be identified for cancellation — but which journals to cut?

Many librarians struggle with users and faculty over which subscriptions to chop from ongoing budgets and how much money to roll back into select subject areas. The Medical Library found that there are collection management tools easier to implement than dealing with users who are trying to out-guess the librarian. User comments are only one element to consider in making cancellation decisions when empowered with collection usage facts. What can be more convincing than journal usage/cost statistics, especially using two years or more of circulation or reshelving data?

Use Study Methodology

The Ruth Lilly Medical Library has open stacks and does not circulate journals. There are signs asking users not to reshelve material. From 1991-1993, the library measured use by making colored pencil marks on journal issues and bound journal volumes each time they were shelved. At the end of each fiscal year, library staff went into the stacks and counted all the marks on all the current journals. Each year, a different color was used in order to determine the use for a particular year. In the beginning, the list of journals with tally marks was analyzed to aid in making cancellation decisions. Later, the use for each title was tallied and entered into a spreadsheet which contained all of the libraries current titles and their prices. This method provided very useful information, but it was also very labor intensive. With the availability of hand held barcode scanners and desktop database management tools, it seemed sensible to try and automate the study.

First, the library purchased two portable barcode scanners which could be taken to the shelves to record use as issues were reshelved. Several different vendors were contacted for scanner information, and two vendors came to the library and demonstrated their products. Circulation staff who would be using the scanners were invited to the demonstrations and were included in the decision-making process. The scanner selected was an Intermec model 9445 visible laser diode scanner. It can store up to 4,000 barcodes and runs on a re-chargeable NiCad battery pack. Within two weeks of implementation, the staff had adjusted to the new system and felt the new process was easier than the old marking process.

Although the library places barcodes in all of its bound journal volumes, for the purposes of the use study, the shelves themselves were barcoded rather

than the issues. Shelf labels for each title were laser printed on label stock using the title file from the electronic renewal invoice provided by the library's subscription vendor. Some titles had to be abbreviated to fit on the label. The same type of adhesive barcode used for circulating books was then applied to the right of the title label. Plastic shelf label holders were then used to attach the title/barcode labels to the shelves. Data was collected by having the shelver take the hand-held scanner to the shelf along with the items to be shelved. Title labels were scanned as volumes and issues for that title were shelved. Only the current year and two preceding years of a publication were scanned because the library was primarily concerned with the use of current titles.

Once the scanner was full, about once a week, the use data was entered into a desktop computer using communications software purchased from the scanner vendor. A comma delimited file was created and loaded into a database using *Paradox* software. The database was set up using the library's renewal invoices from its subscription vendors. Fields retained for the use study were ISSN, Title, and Price. Titles obtained through sources that do not provide electronic invoices were imported from the library's bibliographic file and the prices were added manually. The database also included a barcode for each title that corresponded to the barcode on the shelf label. Barcodes were scanned into the database from the labels at the time they were created.

The Usage/Cost Relational Index Report was generated from this database to aid in making cancellation decisions. It lists ISSN, title, price, number of uses, and a gross usage/cost index number. No attempt was made to link usage/cost to index periods, so the figures do not represent a true cost per use. Rather, the index number was used only as a standard basis of comparison for titles in the collection. All titles with high index numbers were checked before they were considered for cancellation to see if there were valid reasons for the low use, such as a recent title change or a temporary suspension of publication.

The use data was also used as a basis for decisions on how thick to bind volumes of a particular title and when to pull issues for binding. Heavily used titles are bound thinner to prevent damage during photocopying and are pulled for binding more often to prevent damage and loss. The library plans to begin collecting interlibrary loan data in the near future in order to track loan use as a way of making informed journal purchases decisions, as well as to provide workload data.

Conclusion

Usage/Cost Relational Index

ISSN	TITLE	PRICE	USE	INDEX
·		·	·	·
·	·	·	·	·
07328311	NUCLEOSIDES AND NUCLEOTIDES	$795.00	5	159.00
00319155	PHYSICS IN MEDICINE AND BIOLOGY	$960.00	7	137.14
1060913X	PROGRESS IN LIVER DISEASES	$116.00	1	116.00
07300913	JOURNAL OF THE AMERICAN COLLEGE OF TOXICOLOGY	$209.00	2	104.50
00063592	BIOTECHNOLOGY & BIOENGINEERING	$1,680.00	18	93.33
09627936	PROGRESS IN OBESITY RESEARCH	$90.00	1	90.00
10406328	BROWN UNIVERSITY DIGEST OF ADDICTION THEORY & APPLICATION	$179.00	2	89.50
00426989	VISION RESEARCH	$1,409.00	16	88.06
BGJ1831	GANN MONOGRAPHS ON CANCER RESEARCH	$345.96	4	86.49
AFB7907	Q J M : MONTHLY JOURNAL OF THE ASSOCIATION OF PHYSICIANS	$255.00	3	85.00
00063525	BIOPOLYMERS	$2,196.00	26	84.46
00345687	RESPIRATION PHYSIOLOGY	$987.00	12	82.25
09074449	ACTA CRYSTALLOGRAPHICA. SECTION D, BIOLOGICAL CRYSTALLOGRAPHY	$384.11	5	76.82
01419846	JOURNAL OF DEVELOPMENTAL PHYSIOLOGY	$457.80	6	76.30
02718057	JOURNAL OF TISSUE CULTURE METHODS	$135.00	2	67.50
08950172	JOURNAL OF NEUROPSYCHIATRY AND CLINICAL NEUROSCIENCES	$135.00	2	67.50
10799907	JOURNAL OF INTERFERON AND CYTOKINE RESEARCH	$336.95	5	67.39
09514198	RAPID COMMUNICATIONS IN MASS SPECTROMETRY	$1,195.00	19	62.89
10780297	RESEARCH COMMUNICATIONS IN MOLECULAR PATHOLOGY AND PHARMACOLOGY	$240.00	4	60.00
·		·	·	·
·		·	·	·
·		·	·	·
00039942	ARCHIVES OF NEUROLOGY	$175.00	160	1.09
00287644	JOURNAL OF THE NEW YORK STATE NURSES ASSOCIATION	$24.00	22	1.09
07368593	COMPUTERS IN NURSING	$110.00	101	1.09
00223565	JOURNAL OF PHARMACOLOGY AND EXPERIMENTAL THERAPEUTICS	$340.00	313	1.09
08898588	HEMATOLOGY AND ONCOLOGY CLINICS OF NORTH AMERICA	$129.00	119	1.08
00032999	ANESTHESIA AND ANALGESIA	$222.00	207	1.07
0148396X	NEUROSURGERY	$200.00	187	1.07
08926638	F A S E B JOURNAL	$295.00	276	1.07
01614754	JOURNAL OF MANIPULATIVE AND PHYSIOLOGICAL THERAPEUTIC	$110.00	103	1.07
00904295	UROLOGY	$135.00	127	1.06
00325473	POSTGRADUATE MEDICAL JOURNAL. WITH SUPPLEMENTS	$237.58	224	1.06
00396060	SURGERY	$211.00	199	1.06
00288446	NEW ZEALAND MEDICAL JOURNAL	$135.00	128	1.05
00029432	AMERICAN JOURNAL OF ORTHOPSYCHIATRY	$65.00	62	1.05
08915520	INFECTIOUS DISEASE CLINICS OF NORTH AMERICA	$111.00	106	1.05
00029297	AMERICAN JOURNAL OF HUMAN GENETICS	$275.00	266	1.03
03616878	JOURNAL OF HEALTH POLITICS, POLICY AND LAW	$96.00	93	1.03
1073449X	AMERICAN JOURNAL OF RESPIRATORY AND CRITICAL CARE MEDICINE	$220.00	215	1.02
00165107	GASTROINTESTINAL ENDOSCOPY	$144.00	142	1.01
00223085	JOURNAL OF NEUROSURGERY	$150.00	148	1.01
03622436	SPINE	$439.00	435	1.01
·		·	·	·
·		·	·	·

**Sample of Usage/Cost Relational Index report used for
identifying titles to be considered for cancellation.**

Use and cost are only two factors in the cancellation decision process. The responsible collection manager will also consider such factors as: curricular needs, indexing, availability of similar sources of information, availability at other libraries locally, contributions to the journal by local people, language, and the reason the library originally subscribed to the title.[4]

Journal access is shared among interlibrary services, serials departments, stacks maintenance, collection managers, and acquisitions departments. Many areas in the library need to be involved during the development of an ongoing subscription management program. User involvement can be obtained from reshelving statistics, not face-to-face confrontations. Change subjective discussions on faculty and users' perceived needs, real or not, to an analysis of economic facts — and take control. What can be said about subscription cancellations when you have the facts?

End Notes

1. Tuttle
2. Guedon
3. Guedon
4. Francq

Bibliography

Francq, Carole. "Bottoming Out the Bottomless Pit with the Journal Usage/Cost Relational Index." *Technical Services Quarterly* 11, no. 4 (1994):13-26.

Guedon, Jean-Claude. "Response to ACRL Discussion Group Report." *Newsletter on Serials Pricing Issues* [online] No. 135 (24 March 1995).

Stix, Gary. "The Speed of Write." *Scientific American* 271, no. 6 (December 1994):108.

Tuttle, Marcia. "From the Editor." *Newsletter on Serials Pricing Issues* [online] No. 149 (December 1995).

Publication Guidelines for
Indiana Libraries

1. Manuscript should be double spaced and submitted in one of three ways:
   a. IBM Wordperfect disk (5.25" or 3.5"), or saved as an ASCII text file if other program is used, accompanied by one paper copy.
   b. 8.5" X 11" bond original with one copy. (Disk is preferred)
   c. In electronic format addressed to: JDye@Indiana.Edu

2. End Notes and a bibliography should appear at the end of manuscript. Manuscript should conform to the *Chicago Manual of Style*, 14th edition.

3. Pictures and art work should be in black and white, and all graphics should be camera-ready quality. Visuals will not be returned.

4. Authors are responsible for the accuracy of all materials including quotations, references, etc.

5. Authors will receive a copy of issue in which article appears. No payment will be made for articles published.

6. The editor retains the right to edit manuscripts for clarity and style.

7. If you would like to discuss a possible paper or topic, call the editor below. Submit manuscripts to:

> Judy Dye
> School of Library and Information Science Library
> Room 002, Main Library
> Indiana University
> Bloomington, IN 47405
>
> Phone: (812) 855-5968
> Internet: JDye@Indiana.Edu
> Fax: (812)855-3386

Indiana Library Federation
6408 Carrollton Avenue
Indianapolis, Indiana 46220