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**2014–2015 CARLI Collection Management Committee
Annual Report of Activities**

Members

Christophe Andersen, 2014-2017, Columbia College Chicago
Jeffrey Archer, 2013-2016, University of Chicago
Sally Gibson, 2014-2017, Illinois State University
Pam Hackbart-Dean, 2013-2015, Southern Illinois University Carbondale, Chair
Jane Hopkins, 2013-2016, Greenville College
Kristina Howard, 2014-2017, Prairie State College
Susan Prokopeak, 2013-2016, Joliet Junior College, Chair-elect
John Small, 2014-2015, North Central College
Lynn Wiley, 2013-2015, University of Illinois at Urbana-Champaign

CARLI Staff Liaisons:

Elizabeth Clarage
Jennifer Masciadrelli

Meetings

The committee met via conference call on July 21, 2014, October 2, 2014, December 15 2014, January 15, 2015, February 5, 2015, March 5, 2015, May 21, 2015, and June 4, 2015. The committee met at the CARLI Office in Champaign on September 4, 2014, November 14, 2014, and April 13, 2015.

Sponsored Events

May 7, 2015, *E-book symposium: A Forum Sponsored by CARLI*. I-Hotel, Champaign. For presenters and agenda please visit: <http://www.carli.illinois.edu/ebook-symposium>, 85 registered

Accomplishments

- Reviewed and updated the CARLI Scholarly Communications website.
- Created list of collection management topics for continuing education purposes
- Developed e-book symposium and collaborated with three other CARLI committees including: Commercial Products, Public Services, and Instruction.
- For annual project, created annotated bibliography on authoritative sources, best practices and LibGuides related to e-books. It is available on CARLI website.

Future Objectives

- Continue to plan continuing education programs on collection management topics.
- Continue to cooperate and collaborate with other committees within, especially in the planning of continuing education events.

Respectfully submitted,
Pam Hackbart-Dean, Chair
Collection Management Committee

**2014–2015 Collection Management Committee Annual Project:
E-books**

During 2014-2015, the Collection Management Committee undertook several initiatives designed to increase awareness and knowledge of a wide range of topics about e-books, including collection development, acquisitions, instruction, and discovery techniques across the broad spectrum of CARLI libraries. As part of our mission to identify, develop, and encourage cooperation and collaboration in the development and management of collections in all formats and media to CARLI member libraries, the committee worked together to identify high quality, easily accessible documents as a starting point for exploration regarding e-books. The following list of recommended resources for e-book collections is by no means a complete bibliography, and the committee encourages further additions from CARLI members. To submit additional resources, please email the chairperson of the Collection Management Committee.

Literature Review

KuoTing Yu; Hsi-Peng Lu; Tainyi Luor; Ren Zheli. (2014) “eBooks [Research: Literature Review on Trends and Contributions, 1998 to January 2014.](#)” *Applied Mechanics & Materials*, 2014, Issue 631-632, p1421-1430, 10p; DOI: 10.4028/www.scientific.net/AMM.631-632.1421, Database: Applied Science & Technology Source

Approval Plans

Carmelita Pickett, Simona Tabacaru, Jeanne Harrell. (March 2014) “E-Approval Plans in Research Libraries.” *College & Research Libraries* Vol. 75 Issue 2, p218-231. Database: Library & Information Science Source. <http://crl.acrl.org/content/75/2/218.abstract>

Cataloging/Access/Metadata

Antje Mays and Michelle Flinchbaugh (September 2010) “[Biz of Acq—Workflows in Paradise: eBooks, Acquisitions, and Cataloging.](#)” *Against the Grain*, Vol. 22 Issue 4, p56-59, Database: Library & Information Science Source. <http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=5612&context=atg>

Roman S. Panchyshyn, (2013) “Asking the Right Questions: An E-Resource Checklist for Documenting Cataloging Decisions for Batch Cataloging Projects.” *Technical Services Quarterly* 30:1, pages 15-37. <http://dx.doi.org/10.1080/07317131.2013.735951>. Database: Ebsco

Vasileiou, Magdalini; Rowley, Jennifer; Hartley, Richard. (May 2013) “Metadata and providing access to e-books” *British Journal of Educational Technology*, Vol 44(3), pp.518-528. Publisher: Wiley-Blackwell Publishing Ltd. [Journal Article], <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8535.2012.01315.x/abstract>. Database: PsycINFO

Collection Development

Deborah Blecic. (2013) “Utilizing Usage Data in Collection Development and Management.” <https://www.youtube.com/watch?v=UBkX6HbfJd8> (YouTube)

Tip Sheet: Collection Development for E-books (2011) ALA

http://www.ala.org/offices/sites/ala.org.offices/files/content/oitp/ebook_collection_dev.pdf

James Cory Tucker (2012) "EBook collection analysis: subject and publisher trends." *Collection Building*. Vol. 31 Issue 2, p40-47. DOI: 10.1108/01604951211229836.

Costs

Timothy P. Bailey, Amanda L. Scott, and Rickey D. Best. (2015) "Cost Differentials between E-Books and Print in Academic Libraries." *College & Research Libraries* 76:1, 6-18.

<http://crl.acrl.org/content/76/1/6.full.pdf+html>

Jason C. Simon. (Jan-March 2014) "[E-Book Purchasing Best Practices for Academic Libraries.](#)" *Journal of Electronic Resources Librarianship*, Vol. 26 Issue 1, p68-77. DOI: 10.1080/1941126X.2014.878640, Database: Library & Information Science Source

Discovery

Buczynski, James A. (2010) "Library eBooks: Some Can't Find Them, Others Find Them and Don't Know What They Are." *Internet Reference Services Quarterly* Vol. 15, Is. 1

<http://dx.doi.org/10.1080/10875300903517089>

Calvert, Kristin. (2014) "Maximizing academic library collections: measuring changes in use patterns owing to EBSCO Discovery Service." *College & Research Libraries* crl13-557.

<http://crl.acrl.org/content/early/2014/01/17/crl13-557.abstract>

Johnson, Melissa Maria and Matthew Buckley (May/June 2014) "Downloading eBooks, " *Online Searcher*. [Vol. 38 Issue 3, p10-13. 4p. Database: MasterFILE Premier](#)

Xi Niu, Tao Zhang & Hsin-liang Chen, (2014) "Study of User Search Activities with Two Discovery Tools at an Academic Library." *International Journal of Human-Computer Interaction* 30:5, pages 422-433. <http://dx.doi.org/10.1080/10447318.2013.873281>

Sendze, Monique. (2013) "The EBook Experiment." *Public Libraries* 51.1, 34-37.

http://publiclibrariesonline.org/2013/04/ebook_experiment/

Sendze, Monique. (September 2013) van Court, Laurie "Own Your Own EBook Lending Service" *Computers in Libraries*, Vol. 33, No. 7. http://www.infotoday.com/cilmag/sep13/Sendze_Van-Court--Own-Your-Own-Ebook-Lending-Service.shtml

William H. Walters, (2013) "E-books in Academic Libraries: Challenges for Discovery and Access." *Serials Review* 39:2, pages 97-104. <http://dx.doi.org/10.1016/j.serrev.2013.04.014>

Zhao, Lixia, et al. "E-book Metadata in ILS and Discovery Tools." *Brick and Click Libraries Symposium Proceedings*. Vol. 99. 2012.

<http://eric.ed.gov/?id=ED537605>

Demand Driven Acquisitions (DDA)

Kay Downey, Yin Zhang, Cristobal Urbano, Tom A. Klinger (2014) "Comparative Study of Print Book and DDA EBook Acquisition and Use." *Technical Services Quarterly.*, Vol. 31 Issue 2, p139-160. DOI: 10.1080/07317131.2014.875379. <http://digitalcommons.kent.edu/libpubs/213/>

Dracine Hodges. (2014) "Patron-Driven vs. Librarian-Selected: Three Years of Comparative E-book Usage." In *Customer-Based Collection Development: An Overview*. Edited by Bridges, Karl. Chicago: ALA Editions.

Statistics

Randall Lowe, Lynda Aldana, Michelle Flinchbangh.(Jun 2013) "[Biz of Acq -- Gathering Data: How Two USMAI Libraries are Using eBook Statistics.](#)" *Against the Grain* Vol. 25 Issue 3, 64-73.

Database: Library & Information Science Source

<http://www.against-the-grain.com/2013/07/v25-3-biz-of-acq/>

Sue Polanka. (Nov/Dec 2013) "Big Data, Little Numbers: Sources for EBook Statistics." *Online Searcher*. Vol. 37 Issue 6, p71-73.

http://corescholar.libraries.wright.edu/ul_pub/160/

Use

Dinkins, Debbi; Kirkland, Laura N.; Poole Wald, Jean. (2014) "An Uneasy but Powerful Alliance: Faculty Use of e-Books." *International Journal of the Book*. Vol. 11 Issue 3, p11-25. 15p.

<http://ijb.cgpublisher.com/product/pub.27/prod.543>

[Robinson, Sherry; Stubberud, Hans Anton. \(2012\) "Student Preferences for Educational Materials: Old Meets New." *Academy of Educational Leadership Journal*. 2012 Supplement, Vol. 16, p99-109. 11p. 8 Charts. Database: Business Source Complete](#)

Examples of LibGuides

Boston College University Libraries: E-Books at Boston College: Quick Guide

<http://libguides.bc.edu/e-books/>

Northwestern University Library (eBooks)

<http://libguides.northwestern.edu/ebooks>

***2014–2015 Commercial Products Committee:
Annual Report of Activities***

Members:

Susie Bossenga (2013-2016), Midwestern University, Chair
Chad Buckley (2014-2017), Illinois State University
Denise Cote (2014-2017), College of DuPage
Luann DeGreve (2013-2016), Benedictine University
Carol Doyle (2013-2015), Northwestern University
Ann Johnston (2014-2017), Olivet Nazarene University
Ruth Lindemann (2013-2015), Danville Area Community College
Stephen McMinn (2013-2015), University of Illinois, Springfield
Charles Uth (2013-2016), Illinois Institute of Technology

CARLI Staff Liaisons:

Mary Burkee
Cindy Clennon

Highlights of Activity:

Electronic Resource Proposal Evaluations:

The CPC received nine proposals in FY2015. Of those proposals, five were rejected, one is going to be part of a future interest survey, and the remaining three are still in progress.

Annual Project: CARLI Electronic Resources Licensing Principles:

The Committee revised CARLI's Electronic Resources Licensing Principles, which had been drafted by the CARLI E-Resources Working Group and adopted by the CARLI Board in 2008. The main goal of the revision was to account for new resources and technologies, as well as those that have become more prevalent. The Committee added sections related to streaming media, data and text mining, discovery systems, and open access publishing.

E-Books Forum:

Benner Library's Informatics and Curriculum Librarian, Ann Johnston and a student employee, Caleb Brewer, presented various eBook apps using an Apple iPad. The apps they highlighted included iBooks, Nook, Kindle, eBrary, and Starwalk Kids Media. They attempted to stress the importance of understanding the diversity between all the different products, companies, and devices so that the library staff was always prepared to help patrons whenever possible. The presentation led to some great discussions amongst the attendees and allowed time to make some connections with other CARLI libraries.

Usage Statistics Webinars:

The Committee spent considerable time considering options for a meaningful continuing education event. The past few years the group has sponsored a usage statistics forum, and based on feedback was

very aware that this was an area that many CARLI members are interested in. After considerable discussion about how to develop something that would be different from the previous usage statistics forums and would also have very practical applications, the committee decided to plan a series of webinars in which major vendors discuss the usage data they offer and how to use their usage statistics portal. The Committee is planning a June webinar with Alexander Street Press and a later webinar with EBSCO as the first of this series. The Committee also plans to create a website that will contain archives of all the webinars, as well as additional information about usage statistics.

Future Activities:

- CARLI's new e-resource selection system is scheduled to go live for the Fall 2015 selection cycle. Members of the Committee can help test the new interface.
- The Committee plans to work with additional vendors to continue with the series of usage statistics webinars begun this year. All webinars will be archived on a page on the CARLI website along with links to additional resources related to usage statistics.

*2014–2015 CARLI Commercial Products Committee Annual Project:
Revision of the E-Resources Licensing Principles*

This document provides both the philosophical assumptions that are the foundation of the CARLI E-Resources program and the principles which guide our licensing efforts. As such, it is hoped that it will be helpful to CARLI member libraries, the vendor community and the larger library community. The development of these materials benefited from the similar efforts by our consortial colleagues, specifically the [California Digital Library](#), the [Committee on Institutional Cooperation](#), the [Northeast Research Libraries](#) and [LIBLICENSE Project](#), as well as the [American Society for Engineering Education](#). We are grateful for both their wisdom and their words.

Originally drafted by the CARLI E-Resources Working Group and adopted by the CARLI Board of Directors, January, 2008. Revised by the CARLI Commercial Products Committee and adopted by the CARLI Board of Directors, June, 2015.

Philosophy

The goals of the e-resource program include:

- reducing e-resource costs for members,
- increasing the breadth and coverage of collections,
- purchasing materials of lasting value for our members.

The approach of the CARLI e-resources program is flexible and responsive to the changing needs of our members and to the e-resource marketplace. This flexibility ensures that the program offers important electronic resources meeting a wide range of programmatic needs as expressed by members, whether in the group as a whole or in smaller subgroups.

The CARLI e-resources program realizes that decisions made today have potentially long-ranging implications, so our approach to all decisions should take the future results into consideration.

The e-resources program strives to be a responsible and deliberate steward of consortial resources. As a part of this program CARLI obtains content both through subscriptions and purchases. Whenever possible both options should be available.

The CARLI e-resources program strives to work proactively with the consortial and vendor community to shape e-resource offers and agreements. Proposals should include provisions for incorporating new, additional content in a planned and fiscally responsible way.

CARLI anticipates that electronic content being licensed or purchased should be at least as complete as its print counterpart. It should also be available for use at the same time as, or prior to, the publication of the equivalent content in print.

The availability of high quality metadata and linking resources is an integral part of the CARLI e-resources program as it allows member libraries to utilize content in a coordinated, coherent fashion.

Intermediaries, such as subscription agents, aggregators, discovery system suppliers and software providers, are an important part of the e-resource community and should continue to play a role in this process.

CARLI expects that all publishing partners will comply with the Americans with Disabilities Act (ADA), by supporting assistive software or devices such as large print interfaces, voice-activated input, and alternate keyboard or pointer interfaces in a manner consistent with the [Web Accessibility Initiative Web Content Accessibility Guidelines](#).

CARLI Licensing Principles

USERS

1. Authorized users are defined as full and part-time students and employees (which include faculty, staff, affiliated researchers and independent contractors) of Licensee, who are authorized by Licensee to access the Product regardless of the physical locations of such persons. Any provisions limiting access based on geographic locations are not acceptable.
2. Patrons not affiliated with Licensee who are physically present at Licensee's site(s), "walk-ins," are to be considered authorized users. Many CARLI members are required by State of Illinois law to permit such access. This would apply only to members who normally permit walk-in access to their libraries.
3. Remote access is also permitted, based on authentication by the participating CARLI member institution.

USE

1. Use: Authorized users may make all use of the Licensed Materials as is consistent with the Fair Use Provision of the United States and international copyright laws. The Licensed Materials may be used for the purposes of research, education or other noncommercial use. This includes:
 - making print or digital copies of a reasonable portion of the Licensed Materials;
 - displaying Licensed Materials electronically;
 - transmitting to a third party in hard copy or electronic form, minimal, insubstantial amounts of the Licensed Materials for personal use or scholarly, educational, or scientific research, but in no case for resale or commercial use.
2. Interlibrary Loan: Licensee may use the Product for the purpose of supplying Interlibrary Loan requests in accordance with the Interlibrary Loan Provisions of section 108 of the US Copyright Law and the CONTU guidelines. The lending library should be permitted to post an electronic version of the article to the ILL web site for an ILL patron to view, whether or not the borrowing library licenses or subscribes to the materials. There should be no additional record keeping beyond that required for copyright compliance by the borrowing/lending libraries.
3. Classroom Use: Classroom use should also be permitted. This may include the creation of multiple copies in print or electronic form for classroom instruction to the extent permitted by the classroom use provision of the copyright law. In the case of digital media, it should include the right to play video or audio clips in the classroom to the extent permitted by copyright law.
4. Course Packs: Licensee may use a reasonable portion (in hard copy or digital form) of the Licensed Materials in the preparation of Course Packs or other educational materials for sale and/or distribution to Authorized Users for their use in connection with classroom instruction.

5. **Course Reserves:** Licensee may use a reasonable portion (in hard copy or digital form) of the Licensed Materials in the preparation of course reserves for access by Authorized Users in connection with specific courses offered by Licensee.
6. **Public Performance Rights:** License should clearly state whether public performance rights are included in the license. If public performance rights are not included in the CARLI license but are available for an additional fee to individual member libraries, information should be provided as to how libraries can obtain these rights.
7. **Discovery of Licensed Materials.** Licensors shall make the Licensed Materials available through member institutions' Discovery Service System(s) for indexing and discovery purposes. Licensors shall provide to member institutions' discovery service vendors on an ongoing basis the citation and complete descriptive metadata (including all subject headings, abstracts, and keywords), and full-text content necessary to facilitate optimal discovery and accessibility of the content for the benefit of the member institution and Authorized Users. Licensors will make commercially reasonable efforts to treat discovery service providers equally, thus giving authorized sites the freedom to contract with their preferred discovery service providers. Discovery Service Systems are defined as user interface and search systems for discovering and displaying content from local, database and web-based sources.
8. **Text and Data Mining (TDM):** For purposes of this License, TDM is defined as a machine process that derives high-quality information from textual and numerical data by identifying patterns and trends using categorization, statistical pattern learning and analysis, concept or sentiment analysis, and/or associating natural language with indexing terms. Authorized Users may use the Licensed Materials to perform and engage in TDM for academic research, scholarship, and other educational purposes; utilize and share the results of TDM in their scholarly work; and make the results available for use by others, so long as the results cannot be used as a substitute for the Licensed Materials. Licensors will cooperate with Licensee and Authorized Users as reasonably necessary in making the Licensed Materials available in a manner and form most useful to the Authorized Users, including, where required, local mounting, loading, and integration of the results on a server used for the Authorized User's text-mining system. If Licensee or Authorized Users request the Licensors to deliver or otherwise prepare copies of the Licensed Materials for text and data mining purposes, any fees charged by Licensors shall be solely for preparing and delivering such copies on a time and materials basis. In all cases, the Licensee and Authorized Users shall ensure compliance with other usage policies, including security and technical access requirements, set forth in this License.

Administration

1. **Authentication:** Strong preference is given to content providers who are willing to provide IP-based access, or more robust future solutions. Further, Authorized Users must never be challenged with a login/password prompt when non-personalized access is controlled by IP or other means. A login/password requirement for the purpose of allowing personalization of the interaction with the licensed content (e.g., saving favorite documents, an individual profile, etc.) is acceptable, but must not be a requirement for an Authorized User to have access to the licensed content. Licensors' system must accommodate the use of proxy servers for authentication of remote users.
2. **Product Availability:** Licensors should use all reasonable efforts to provide reliable access 24 hours a day, 7 days a week. This may include providing adequate servers, technical support,

- bandwidth and disaster planning. If, due to causes within its reasonable control, Licensor's product is not available for more than 24 consecutive hours, the agreement should be extended for commensurate periods of 24 hours at no additional cost to the CARLI participants.
3. Technical Specifications: Licensor should specify file types used to deliver content as well as system, device, and software requirements to view/play/access content.
 4. Technical Assistance: At a minimum, technical assistance should be available during standard working hours, 8:00 AM to 5:00 PM Central Time.
 5. Prohibition of Additional Access Provisions: Access to products licensed by CARLI should not contain secondary user (click-through) licenses which would bind authorized users based on different access terms than the CARLI agreement.
 6. Breach: In the event of a suspected breach, Licensor should notify Licensee as specified in the contract. This notification should contain as much information as possible about the breach and the perceived source, including IP number or range. Licensee should be given 30 days from the notification to cure the breach before action is taken to terminate the license agreement.
 7. Failure to Appropriate Funds: Participating CARLI member libraries may terminate their participation in an agreement in the event sufficient funds are not made available by their institutional budget processes for the purpose of this agreement. Participating libraries will make good faith efforts to obtain the requisite funding for their participation; but in the event this is not possible, they will be allowed to terminate their participation without penalty.
 8. Archival Provisions: Archival provisions must be addressed in all license agreements, but are particularly important in licenses for e-book or journal content. These provisions should allow participants to create an archival copy of digital content or stipulate that the Licensor will provide an archival copy in a medium agreed upon by the parties. Agreements should insure that participating CARLI libraries will continue to have access to subscribed content even beyond the period of the agreement. Electronic journal and e-book vendors must have provisions for the use of third party trusted repositories such as LOCKSS, CLOCKSS or Portico, for permanent archiving of their content.
 9. Usage Statistics: On a monthly basis Licensor should provide usage statistics at both the individual participating library level, as well as the consortial level. This data should be at the level of detail required for objective evaluation of both product performance and satisfaction of user needs, including title-by-title use of journals. Usage statistics should be COUNTER compliant, and will be consistent with [Guidelines for the Statistical Measures of Usage of Web-Based Indexed, Abstracted, and Full Text Resources](#) (September 2006), adopted and approved by the International Consortium of Library Consortia.
 10. Confidentiality of User Data: Consistent with the [CARLI Privacy Policy](#) approved by the Board of Directors and the International Coalition of Library Consortia (ICOLC) [Privacy Guidelines For Electronic Resources Vendors, Licensor and Licensee](#) agree to maintain the confidentiality of any data relating to the usage of the Licensed Materials by Licensee and its Authorized Users. Such data may be used solely for purposes directly related to the Licensed Materials and may only be provided to third parties in aggregate form. Raw usage data, including but not limited to information relating to the identity of specific users and/or uses, shall not be provided to any third party.
 11. Removal of Content: The Licensor will provide to the Licensee, prior to the beginning of the next subscription term, an itemized holdings report that specifies the titles included in the Licensed Materials for the next subscription term. If the Licensed Materials include content

covered by the Knowledge Base and Related Tools (K-BART) Recommended Practice, itemized holdings lists for the licensee will be reported in K-BART compliant format

http://www.niso.org/apps/group_public/download.php/12720/rp-9-2014_KBART.pdf. All

agreements should include provisions for notifying Licensee in advance of the removal of content from a licensed product. Such notification should be made as far in advance as possible but no less than 10 days before the content change. Licensor will also provide this information to Discovery Service Systems in an identical timely manner. If important titles or more than 10% of content are removed, the cost should be adjusted accordingly, or Licensee should be allowed to elect to substitute titles of equal value (fiscally and programmatically), or to terminate the agreement for cause with a prorated refund of the license fee.

12. Cancellations: Agreements which are based on print subscription holdings should provide participating libraries the ability to do all of the following without penalty: convert print subscriptions to electronic only subscriptions, cancel a percentage of the print base titles each year, and cancel duplicate print subscriptions.

Business

1. Availability of Agreement Documents: CARLI will post copies of all redacted licenses in a password protected area of the CARLI web site. This is to ensure that all participating libraries have full access to terms and conditions to which their compliance is required by the agreement.
2. Indemnification: The State of Illinois statute prohibits CARLI from entering into agreements that contain clauses requiring that CARLI indemnify anyone. Any such language will have to be removed from agreements to which CARLI will be a party.
3. Governing Law: Due to State of Illinois requirements all agreements must include the following Governing Law language: "This agreement will be construed under and pursuant to the laws of the State of Illinois."
4. Invoicing: For CARLI to process invoices they must be received in a timely manner. Lists of subscriptions or holdings information should be reconciled through the CARLI office before final invoices are issued.
5. Renewal Pricing: Renewal pricing should be received no less than 120 days prior to the expiration of the current agreement. In the event that CARLI elects to not move forward with a renewal, notification will be provided 60 days prior to the end of the current agreement.
6. Non-disclosure Language: As an agent of the University of Illinois and as such subject to the Freedom of Information Act, CARLI cannot accept language which does not permit disclosure of agreement terms.
7. Assignment: Neither party may assign this agreement to a third party without the advance notification and approval of the other party.
8. Standard Agreement Language: CARLI has created a boilerplate for agreements which codifies these principles and incorporates other important licensing terms. This document is attached as [Exhibit A](#). Licensors are encouraged to utilize this document whenever possible.

Procurement Issues: All CARLI purchases are made in accordance with the provisions of the Illinois Procurement Code and the Procurement Rules of the Chief Procurement Officer for Public Institutions of Higher Education and other applicable state and federal regulations.

**2014–2015 Created Content Committee:
Annual Report of Activities**

Members:

Howard Carter (2013-2015), Southern Illinois University Carbondale Ellen
Corrigan (2014-2017), Eastern Illinois University
Alice Creason (2014-2017), Lewis University Nicole
Finzer (2014-2015), Northwestern University
Paul Go (2013-2015), Illinois Institute of Technology, Chair
Margaret Heller (2013-2017), Loyola University Chicago Benn
Joseph (2013-2014), Northwestern University (resigned)
Mary Rose (2013-2015), Southern Illinois University Edwardsville Anne
Shelley (2013-2016), Illinois State University
Adam Strohm (2013-2016), Newberry Library/Illinois Institute of Technology

CARLI Staff Liaisons:

Amy Maroso
Elizabeth Clarage

Communication:

The Created Content Committee met monthly on one-hour conference calls. There was one in-person meeting of the committee held at the CARLI Office in August 2014. The committee uses an email list for group communication and maintains a wiki (http://wiki.carli.illinois.edu/dcug/index.php?title=Created_Content_Committee) as collaborative workspace.

Completed Project:

Digital Collection Development Policy. The committee substantially revised the existing, “Digital Collections Collection Development Policy.” The CARLI Board, at its September meeting, approved the revised Policy. The new policy is on the CARLI website at: <http://www.carli.illinois.edu/products--services/contentdm/dig--coll--colldevpolicy>.

Continued Projects:

The Created Content Committee continued work on several on-going projects:

CARLI Digital Collections Featured Image: Every two weeks a committee member selects an item from CARLI Digital Collections (<http://collections.carli.illinois.edu>) and posts information and commentary about the item on the CARLI Website as a news article.

CARLI Digitized Book of the Month: The same general procedures as followed for the Featured Image are now also being used for a book that has been digitized via the Open Content Alliance and available on the Internet Archive. This featured book is posted on the CARLI website monthly.

Google Analytics Usage Reports for CARLI Digital Collections: Four new Google Analytics reports were produced this year, one for Quarter 4 of 2014, and three for the first three quarters of 2014-2015 (July 2014 – March 2015). These are posted on the CARLI website:

<http://www.carli.illinois.edu/products-services/contentdm/google-analytics-usage-reports-carli-digital-collections>. Analysis of the top traffic sources and top keywords used to access items in CARLI Digital Collections is done for each quarter.

Newspaper and Yearbooks Digitization Project: In December 2012, the CARLI Board provided funds for every CARLI Governing member library to digitize either their yearbooks or student newspapers. The committee is overseeing the process and created guidelines for alternative “student culture” collections a library would be allowed to digitize if newspapers and yearbooks either already had been digitized or do not exist. The committee is responsible for reviewing any of these alternative proposals. This project will end on June 30, 2015.

Podcasts: One of the major focuses of the committee in 2013-14 was creating a series of podcasts on various topics related to digital projects; this project has been continued in 2014-15. The podcasts are done by members of the committee and hosted on the University of Illinois at Urbana-Champaign’s iTunes U account at: <https://itunes.apple.com/us/itunes-u/carli-created-content-committee/id863218315?mt=10>.

Two podcasts were produced this year: An interview with Kate Flynn about the Chicago Collections Consortium, and an interview with Courtney Mumma on using Archivemata. Another podcast is being prepared—an interview with the Digital Public Library of America.

Current Project:

The committee is interested in learning how digital collections are used on campus as library instruction and teaching aids, and how collections are marketed to faculty, staff, and students. The committee created a survey that was sent to all CARLI member libraries inquiring about their use of digital collections in the library and on campus. One hundred and thirty-four responses were received; multiple responses per library were encouraged.

Committee members spent several months analyzing the results of the survey and the responses and analysis are the basis for their annual project.

Future Projects:

Nearly all the continued committee projects will continue into the future. In addition, the committee plans to expand on the responses and analysis of this year’s survey to create documentation and/or presentations providing suggestions on how libraries can promote, market, and use their digital collection as primary resources for teaching.

***Created Content Committee Annual Project:
A Survey of the Use of CARLI Digital Collections***

Introduction

In January-February 2015, the Created Content Committee designed and conducted a brief survey about the use of the CARLI Digital Collections in repositories such as CONTENTdm. Multiple responses per institution were encouraged. The purpose of the survey was to collect information about both the marketing of the digital collections by the library or institution and the use of the digital collections by faculty in classroom teaching, to be used to share best practices.

The survey was administered by email to directors of CARLI member institutions. There were 134 different respondents from 61 different institutions who identified their institutional affiliation, but only 95 of these from 53 different institutions answered any substantive questions. Six respondents only answered the first question and didn't provide any additional information. The following analysis considers only the remaining 89 responses from 52 different institutions.

The purpose of this survey was to gather information in order to share best practices for the marketing, use, and development of digital collections; the development of associated materials; and usage tracking for digital collections. These efforts involve a variety of library roles. Responses from different individuals at the same institution were welcomed to ensure a rich collection of data. Inevitably this resulted in some inconsistencies in how the efforts of a given institution were presented. For the following analysis, if some respondents from an institution responded positively to "awareness" questions while others responded negatively, it was assumed that the positive responses reflected more knowledge of the particular subject and the negative answers were discarded. It must be noted however that this assumption may not always be accurate since in some cases the respondent may have misinterpreted the question (see "Limitations" section). "Awareness" questions include the following:

- Does your library promote or market digital collections?
- Are any digital collections used in classroom teaching at your institutions?
- Does the potential for classroom teaching influence decisions about digital collection development in your library?
- Does your library create supplemental materials to assist with the use of digital collections in instruction?
- Does your library track the use of digital collections?

Limitations

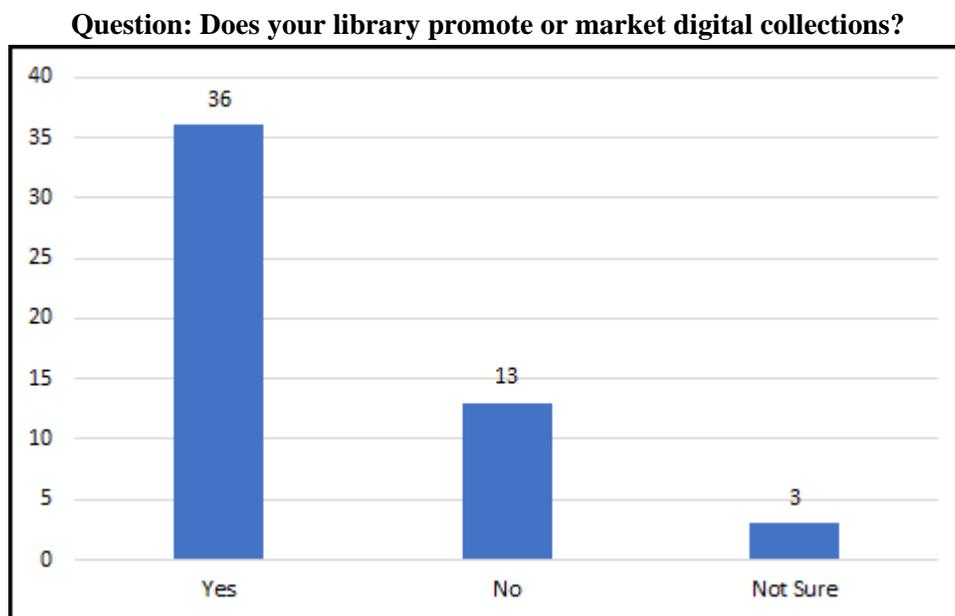
The survey suffered from a lack of clarity regarding library-created digital collections versus purchased electronic resources. This problem was systemic. It was particularly noticeable in the responses describing intra-institutional promotion; identifying who handles promotion and marketing of digital collections, describing the relationship between digital collection usage and the development of digital collections, and describing the types of materials created to supplement or assist the instructional use of digital collections.

Also, although the stated objective of the survey was to gather information about the use of CARLI Digital Collections, the dissemination method and survey design led some respondents to include information about library-created digital collections using other platforms. However, some institutions that have digital collections outside of the CARLI Digital Collections umbrella may not have included information about these collections based on the stated objective in the solicitation email.

Promotion and marketing of digital collections

Survey takers were asked: “Does your library promote or market digital collections?”

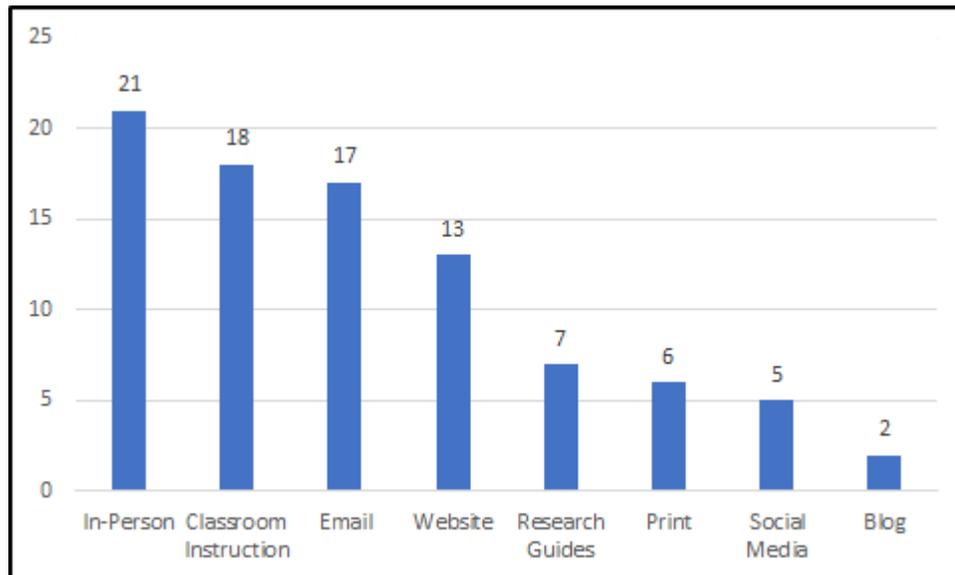
- 36 institutions yes
- 13 institutions no
- 3 institutions not sure



Respondents were then asked to describe promotion to teaching faculty and/or other institutional constituencies. This was a free-form question. Responses were coded as follows:

- In Person (21 respondents)
- Classroom Instruction (18)
- Email (17)
- Website (13)
- Research Guides (7)
- Print (6)
- Social Media (5)
- Blog (2)

Question: Please describe any promotion to teaching faculty and/or other institutional constituencies.



Examples:

“We make faculty aware of the collections if/when we see links between the content of the collection(s) and their courses. This is done by talking with faculty and by email.”

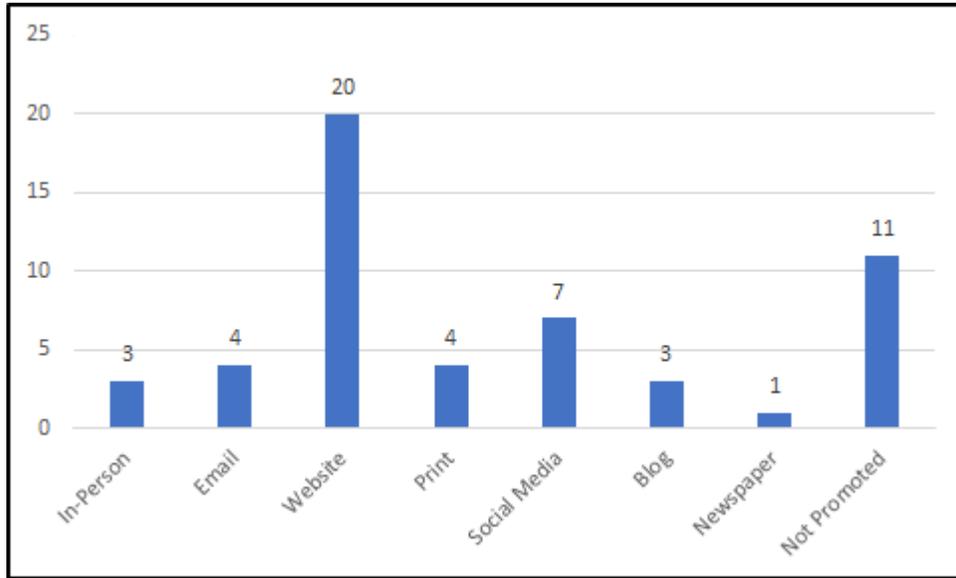
“Featured links to CARLI Digital Collections on the main library web page and Archives web page.”

“Methods specifically used: emails, digital newsletters, physical newsletters and enhanced visibility on both the library and the institution’s website.”

Respondents were also asked to describe promotion to extra-institutional users. This was a free-form question. Responses were coded as follows:

- Website (20 respondents)
- Not promoted (11)
- Social media (7)
- Email (4)
- Print (4)
- Blog (3)
- In person (3)
- Newspaper (1)

Question: Please describe any promotion to users outside your institution.



Some respondents noted that web-based promotion efforts mainly geared to institutional constituents are inherently available to users outside of the university. A few respondents described library promotion efforts intentionally directed to extra-institutional audiences that also included information about digital collections. Some libraries partner with other campus constituencies to market their digital collections.

Examples:

“Any community member who follows the library Twitter or Facebook feeds receives notice of promotions. Periodically the campus media will publish or broadcast a story about library collections or events. If digital collections are related, they too are promoted.”

“We use our Digital Commons (institutional repository) in Admissions, Alumni and Advancement work.”

“Web Page Newsletter Press releases from Office of Communications and Marketing.”

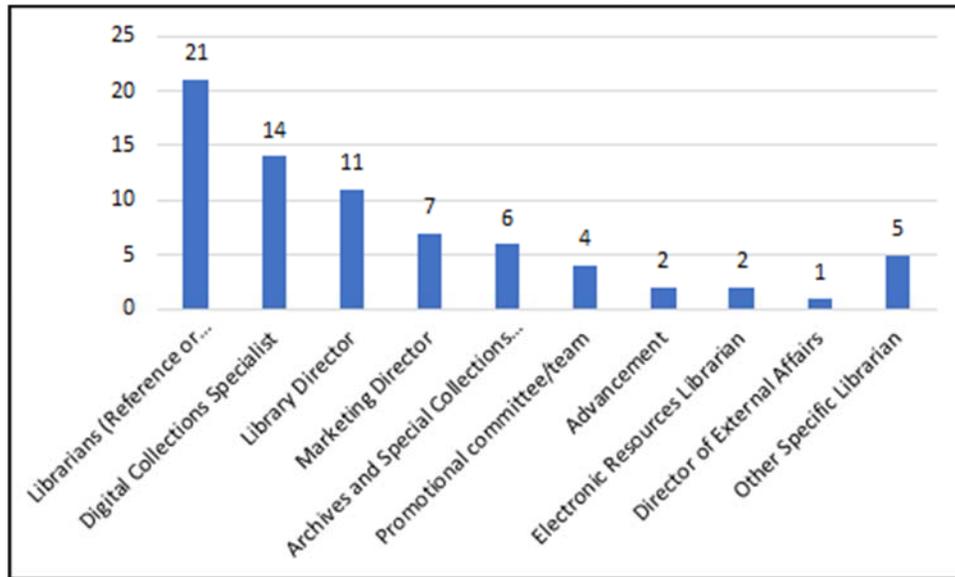
“Our first collection was promoted externally by way of our institution's external publication to friends and alumni.”

Survey takers were asked: “Who handles promotion and/or marketing of digital collections at your library?” This was a free-form question. Responses were coded as follows:

- Librarians (reference or not-specified) (21 respondents)
- Digital Collections Specialist (including institutional repository librarians) (14)
- Library Director (11)
- Marketing Director (7)
- Archives and Special Collections Librarian (6)
- Promotional committee/team (4)
- Advancement (2)

- Electronic Resources Librarian (2)
- Public Service Librarian (2)
- Director of External Affairs (1)
- Other specific librarian (e.g. Distance Education Librarian, Outreach Librarian, etc.) (5 respondents each mentioned a unique librarian title)

Question: Who handles promotion and/or marketing of digital collections at your library?



Some responses distinguished between internal and external promotion. In many cases promotion is handled by various individuals; in some cases they work together as a formally established team while in other cases the effort is less coordinated.

Examples:

“The Coordinator of Library Services handles promotion and marketing for the most part. However, the Coordinator of Library Instructional Services is involved in promoting digital collections to classes and creating materials that work for both class instruction and general promotion or marketing.”

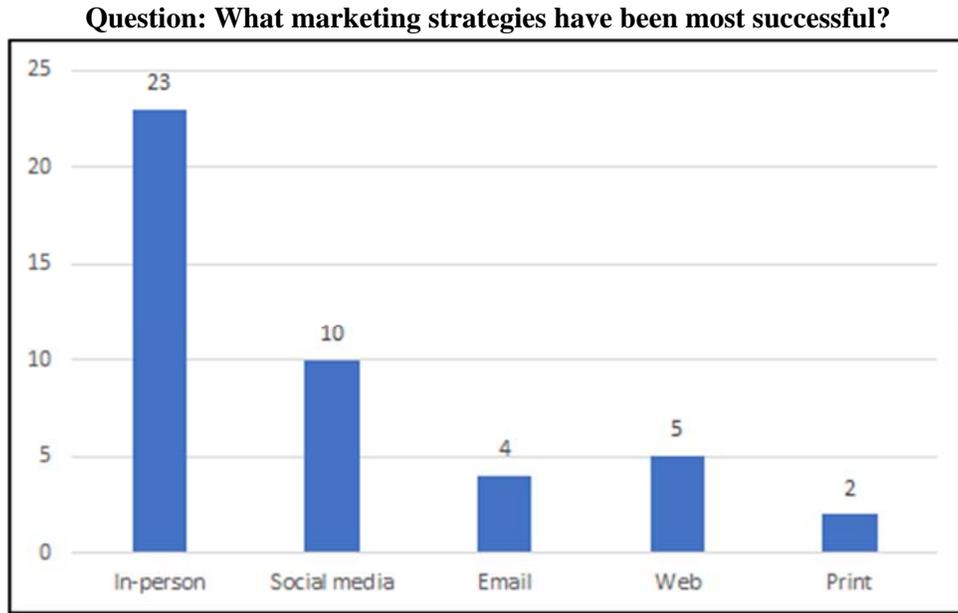
“Largely Outreach Steering, but distributed across units such as Digital Services, Special Collections, Exhibits Committee, Blog Group.”

“We do not do this in a centralized manner - every digital collection is marketed individually.”

Survey takers were asked: “What marketing strategies have been most successful?” This was a free-form question. Responses were coded as follows:

- In person (23 respondents)

- Social media (10)
- Email (4)
- Web (websites, research guides, blogs) (5)
- Print (2)



Many respondents noted that this is not really knowable since it is not measured directly. Other respondents offered subjective assessments.

Examples:

“How is success being measured? We do not review usage statistics in relationship to any promotion, and if this was done, a causal relationship could not be established. That being said, the news items that are promoted via Twitter and Facebook with the use of a url shortener are tracked and see modest web traffic.”

“With other projects the library has worked on, the more we can create buy in from the community, the higher our access statistics have risen. We're excited about our next collections we're about to publish as they have significant relevance to our current students and recent alumni. We've found that physical events to launch digital initiatives, where we can do live demonstrations of a digital tool, answer questions face to face, and invite the local community, have had the most impact on our usage stats.”

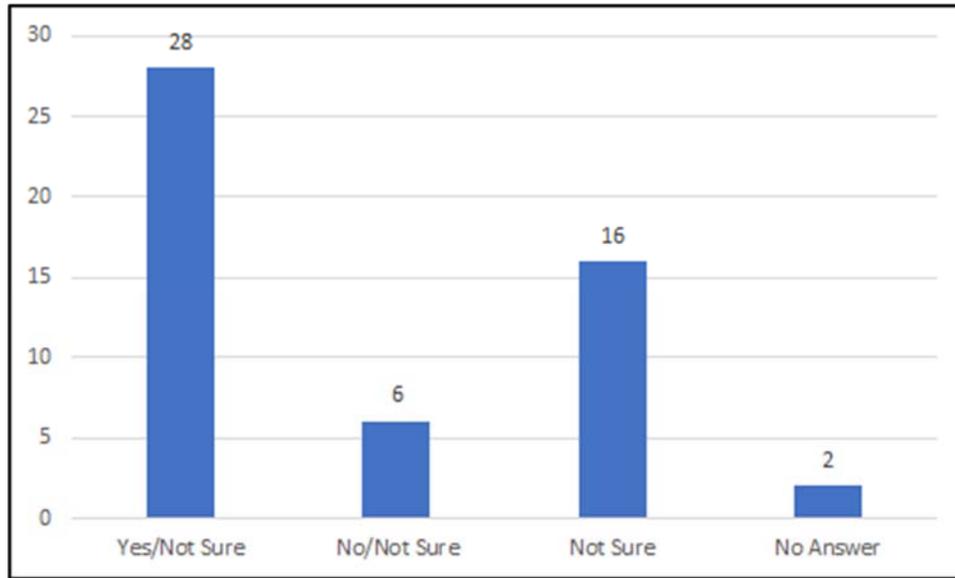
“Having the opportunity to actually show the content has been the most effective.”

Use of digital collections in teaching

Survey takers were asked: “Are any digital collections used in classroom teaching at your institution?”

- 6 institutions answered no/not sure (i.e. some respondents from a given institution answered “no” and others from the same institution answered “not sure”)
- 28 institutions answered yes/not sure
- 16 institutions answered not sure
- 2 institutions did not answer this question

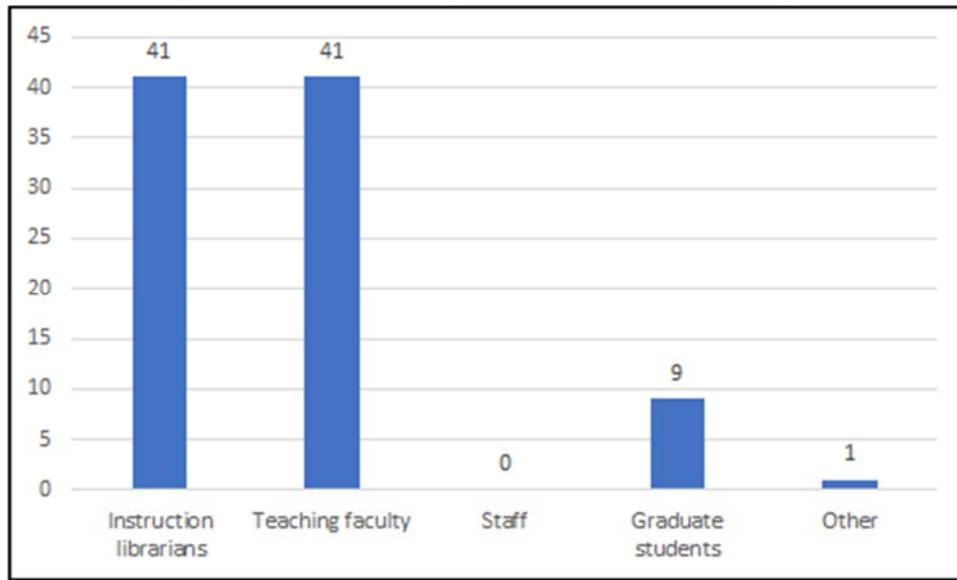
Question: Are any digital collections used in classroom teaching at your institution?



Respondents were asked who uses digital collections for teaching at their institutions. They were given four prompts and the opportunity to specify additional roles and/or comment.

- Instruction librarians (41 respondents)
- Teaching faculty (41)
- Staff (0)
- Graduate students (9)
- Other: Archive and Special Collections Librarian (1)

Question: Who uses digital collections for teaching?

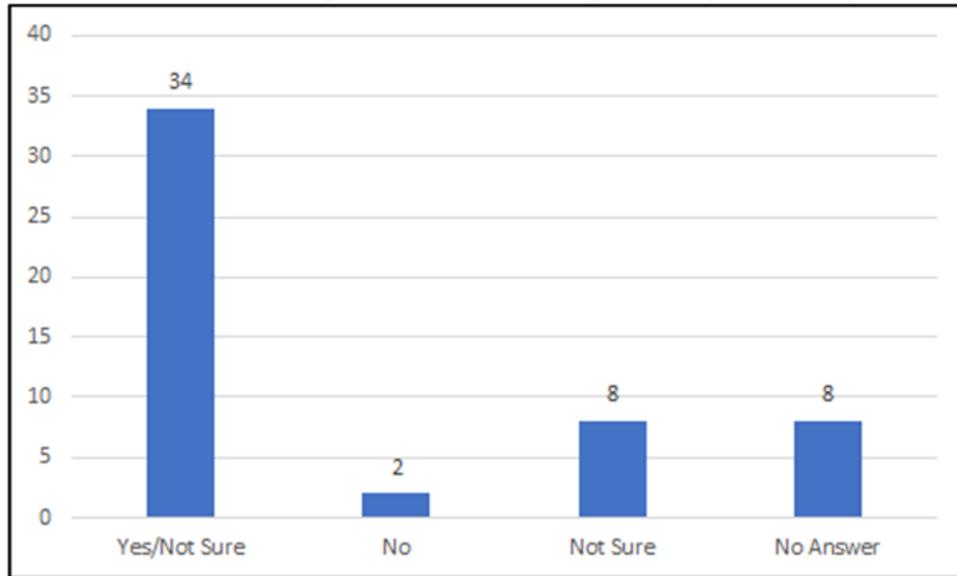


Relationship between digital collection use and digital collection development

Survey takers were asked: “Does the potential for classroom teaching influence decisions about digital collection development in your library?”

- 34 institutions answered yes/not sure (i.e. some respondents from a given institution answered “yes” and others from the same institution answered “not sure”)
- 2 institutions answered no
- 8 institutions answered not sure
- 8 institutions did not answer this question

Question: Does the potential for classroom teaching influence decisions about digital collection development in your library?



Respondents were asked to describe how classroom usage of digital collections influences digital collection development. This was a free-form question. It was clear from the responses that some respondents interpreted the question to be about the relationship between usage and collection development for commercial electronic resources. The question instead intended to ask respondents about the potential for classroom use informing decisions about digitization priorities in the creation of digital collections.

Examples of responses that clearly addressed the intended question:

“As a higher level teaching institution, we look toward bringing archival collections of historical significance to a place where they are more accessible and can be used in both research and teaching. We are aware of the collections that we have and the number of times they have been asked about by researchers and faculty. We use this information to assist in prioritizing what to digitize.”

“If a faculty member requests a collection to be digitized, the collection becomes a higher priority than collections that are digitized for preservation purposes or for their distinctiveness.”

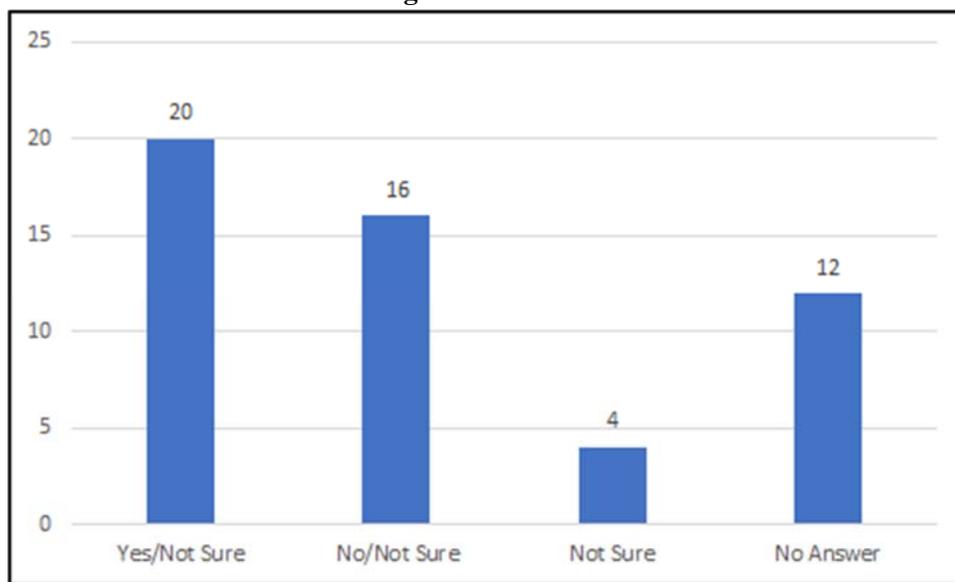
“Archival material has been digitized in several collections as a way to reduce damage from frequent handling.”

Creation of supplemental materials

Survey takers were asked “Does your library create supplemental materials to assist with the use of digital collections in instruction?”

- 20 institutions answered yes/not sure (i.e. some respondents from a given institution answered “yes” and others from the same institution answered “not sure”)
- 16 institutions answered no/not sure
- 4 institutions answered not sure
- 12 institutions did not answer this question

Question: Does your library create supplemental materials to assist with the use of digital collections in instruction?



Respondents were asked to describe the types of materials created to assist with digital collections in instruction. This was a free-form question. It was clear from the responses that some respondents interpreted the question to be about materials created to help library users effectively utilize commercial electronic databases. The question instead intended to ask respondents about supplementary materials provided to guide the use of the library-created digital/digitized special collections.

Examples of responses that clearly addressed the intended question:

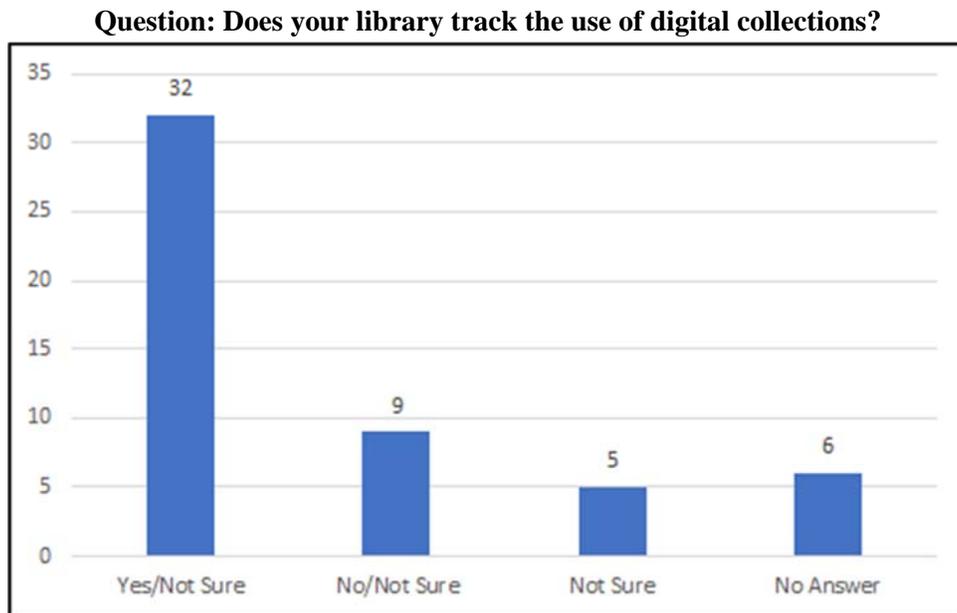
“Tutorials, mostly. These aren't finding aids - these are ‘how to access and how to use.’”

“We have created a web page within our library's pages that allows a user to search directly from our site (results shown through the CONTENTdm interface). With our next collections, we anticipate the need to create some brief instructions on using CONTENTdm as it works differently across browsers and can be confusing for those wanting to search the full text of a compound pdf.”

Usage tracking for digital collections

Survey takers were asked: “Does your library track the use of digital collections?”

- 32 institutions answered yes/not sure (i.e. some respondents from a given institution answered “yes” and others from the same institution answered “not sure”)
- 9 institutions answered no/not sure
- 5 institutions answered not sure
- 6 institutions did not answer this question

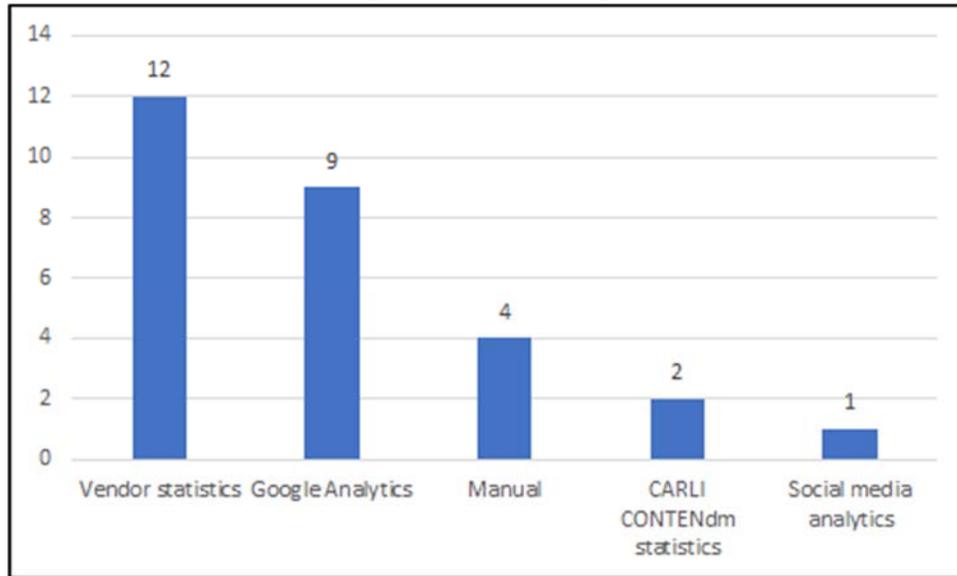


Respondents were asked to describe the methods used to track digital collection usage. Thirty-nine respondents described methods of usage tracking. From these comments, it was clear that some respondents interpreted the question to be about tracking usage of purchased commercial electronic resources. The question instead intended to ask respondents about tracking usage of library-created digital collections.

Responses that clearly addressed the intended question were coded as follows:

- Vendor statistics (bepress, CONTENTdm) (12 respondents)
- Google Analytics (9)
- Manual (4)
- CARLI CONTENTdm statistics (2)
- Social media analytics (1)

Question: Please describe the methods used to track digital collection usage.



Examples:

“Statistics are monitored and promoted for the institutional repository but not for other digital collections.”

“Google Analytics, but we don't spend enough time/no clear responsibility in who uses this info and if we actually use it to inform our decisions.”

“We use Google Analytics, bepress reports and CONTENTdm reports on usage, downloads, hits, geo-location of users, etc.”

Other comments

The survey ended by inviting additional comments about practices regarding the promotion of digital collections or their use in the classroom. Selected comments:

“I would attribute the lack of promotion to assignment of duties and workload (i.e., digital collections are a fraction of the workload of the employees responsible for their creation, and also those individuals have far less direct contact with faculty/students).”

“We are a member of Chicago Collections Consortium which will be offering another access point to existence of our collections and to our finding aids. ArtStor asked for permission to load one of our digital collections into their database; this provides greater exposure.”

“I ... did a radio interview with NPR about the collection, which was very hard to track the effectiveness but I got a few kudos via e-mail and site traffic was high that day!”

“... I was actively promoting our digital collections by giving presentations on campus and professional conferences, posting information about the collections in my several physical exhibit cases on campus, handing out ‘trading cards’ featuring individual items from our digital collections, mentioning the digital collections in our popular blog posts, Facebook posts, etc. ... Outreach has been cut from my position, unfortunately.”

“To be blunt, folks, promotion is not yet high on our priority list. Just getting stuff up is.”

“We're currently studying the impact of adding images to Flickr on collection traffic. We expect this will make a significant difference. A follow-up will be to seed links into Wikipedia and measure the impact from that platform.”

Conclusions

Promotion and marketing of digital collections

Intra-institutional promotion efforts loosely fell into two areas: (1) specific relevance-driven promotion, and (2) intrinsic with more general library promotion. Promotion is generally handled by librarians, digital collections/special collections specialists, or marketing/outreach specialists. This provides insight into one dilemma regarding the promotion of digital collections: the professionals who are knowledgeable about library services and/or digital collection content may not be the same professionals who are knowledgeable about marketing techniques. One respondent noted that the people responsible for digital collections typically have less contact with users. Less effort is made to promote digital collections to extra-institutional audiences.

One promising practice involves creating coordinated teams within the library to handle promotion and marketing. Another strategy is for the library to partner with the university marketing department or alumni relations to promote digital collections.

A few respondents did not see the value or purpose in having a coordinated strategy to market digital collections. In one case the respondent seemed to feel marketing was relatively unimportant in comparison with other pressing responsibilities. Another respondent stated that the idea of marketing library services was ideologically uncomfortable: the library's role was to provide resources, not to sell them.

While libraries use various technological means (Twitter, Facebook, Pinterest, Flickr, Wikipedia, blogs) to promote their digital collections, most respondents feel that an in-person demonstration is the most effective way to engage users. However, one respondent noted participation in aggregating agencies like the Chicago Collections Consortium and ArtStor increases exposure to digital collections.

Use of digital collections in teaching, effect of instructional use on digital collection development, and creation of supplemental materials

Instruction librarians and teaching faculty are the primary users of digital collections as teaching tools. The potential for use in both research and teaching is a factor in prioritizing digitization to create digital expressions of archival collections. For one institution, faculty demand trumps preservation or uniqueness as a criterion for prioritizing digitization. Demand for physical materials also influences digitization from

the standpoint of protecting physical archival materials from use-related damage. Supplemental materials created to assist the instructional use of digital collections focus on access to and effective navigation of the collection rather than providing information about the collection content.

Usage tracking for digital collections

Libraries that track digital collection usage primarily utilize Google Analytics, CONTENTdm statistics (directly or through CARLI), and bepress statistics for Digital Commons repositories. One respondent admitted that while some data was gathered, it was not done systematically or used to inform decisions. However, a few institutions did have a clear picture of how collections were marketed and how to measure that success with usage statistics. Investing the time in learning how to effectively use web analytics would be a relatively easy practice to implement and would aid in making collection development decisions.

Next steps

In light of the data gathered through the survey, the Created Content Committee proposes to investigate ways to help CARLI institutions promote and market digital collections. Marketing digitized archival material and special collections comes with its own set of challenges and a strategic approach is needed to be most effective in reaching potential users. Many responses received from the survey indicate that librarians tend to engage users using traditional library methods such as face-to-face instruction rather than using marketing strategies. The Created Content Committee plans to use the findings from this survey to inform future projects, such as proposing best practices for marketing digital collections and teaching library staff at CARLI institutions, or how targeted marketing strategies can create a deeper level of engagement between the library and its users and expose the rich resources of the CARLI Digital Collections to a wider number of students, faculty, and researchers both within and without the individual institutions.

***2014–2015 Instruction Committee:
Annual Report of Activities***

Members:

Molly Beestrum, 2013-2015, Columbia College
Frances Brady, 2013-2016, Adler University
Michelle Guittar, 2013-2016, Northeastern Illinois University, Co-Chair
Beth Mandrell, 2013-2016, Rend Lake College
Laura Mondt, 2013-2016, Richland Community College
Lora Smallman, 2014-2017, Southern Illinois University Edwardsville
Chelsea Van Riper, 2014-2017, Principia College
Aimee Walker, 2013-2015, North Central College
Frances Whaley, 2013-2015, Illinois Valley Community College, Co-Chair
Anne Zald, 2014-2017, Northwestern University

CARLI Staff Liaisons:

Debbie Campbell
Lorna Engels

The 2015–2016 Instruction Committee Co-Chairs have not yet been decided, but Frances Brady and Chelsea Van Riper have indicated interest.

Charge

The Committee will identify and address issues of critical concern and best practices for instruction librarians and information literacy programs.

Meetings

The first Instruction Committee meeting took place at the CARLI offices in Champaign, Illinois, on July 29, 2014. Committee members agreed to hold subsequent meetings on the third Friday of every month via conference call. An additional in-person meeting was held March 20, 2015 at the CARLI offices in order to work on the committee's toolkit project.

Theme

The Instruction Committee selected the topic of partnerships for the 2014-2015 year. This theme would allow the committee to focus on faculty partnerships for successful and impactful instruction, campus partnerships for developing faculty relationships, collaboration with other CARLI Committees and NILRC, and bridging past and future Instruction Showcase presentations to make a useful tool for librarians. The committee created an online toolkit for instruction librarians which may be found at <http://www.carli.illinois.edu/products-services/pub-serv/instruction/toolkithomepage> and hosted three events aligning with the selected theme as described below.

Faculty Collaboration Webinar - February 26, 2015

The Instruction Committee held a webinar focused on partnering with faculty and other campus departments outside of the library that work closely with faculty. The panelists and descriptions of their topics are as follows:

- Melissa Bowles-Terry, the Head of Educational Initiatives at University of Nevada - Las Vegas
Ms. Bowles-Terry leads the library instruction program at UNLV, works closely with instructional development initiatives across campus, provides library support for online learning, and coordinates assessment of student learning in the library. She speaks about a program facilitated by university librarians that brings together teams of middle- and high-school teachers and librarians with a goal of creating engaging research assignments for students.
- Dawn Lockwood, Educational Technologist from the Center for Excellence in Teaching, Learning and Assessment at Illinois Valley Community College
Ms. Lockwood's presentation illustrates the relationship between Jacobs Library and the Center for Excellence in Teaching Learning and Assessment (CETLA) at Illinois Valley Community College. Successful endeavors born from this partnership include the library instruction portions of the Adjunct Faculty Development Academy and the New Faculty Orientation, collaborating on resources in Blackboard for student success, and updating the faculty syllabus template.
- Dr. Libby Scheiern, Assistant Academic Dean, Director of Teaching and Learning Excellence Center at Principia College.
Dr. Scheiern discusses the strong collaborative relationship with the college's library which supports classroom faculty and student learning. She offers suggestions on partnering with classroom faculty, promoting instructional services, and gaining visibility on the college campus.

The webinar was recorded and made available for later viewing. The recording is available on the CARLI site at <http://www.carli.illinois.edu/products-services/pub-serv/instruction>.

Ebook Symposium – May 7, 2015

As part of the “Ebook Symposium,” organized by the CARLI Collection Management Committee, the Instruction Committee facilitated a 45 minute breakout presentation by Kimberly Shotick entitled “eBibliographic Instruction: Teaching eBooks in the One-Shot and Beyond.” The opportunity to partner with another CARLI committee fit very well with the Instruction Committee’s theme of partnership for the year.

Shotick shared how to incorporate eBook instruction into information literacy efforts, including: collecting data to prepare for an eBook information literacy plan, one-shot lesson plans for undergraduate and upper level students, and suggestions for reference outreach efforts. When she began with a discussion about how librarians use eBooks in instruction, a common theme emerged: librarians weren't sure how to incorporate eBooks into instruction without spending valuable time teaching complicated interfaces. Shotick shared ways to incorporate eBook instruction that focuses on outcomes related to the Framework and teaches higher level skills, while allowing students to navigate interfaces through hands-on activities. She also explored ideas for engaging faculty and peer mentors/tutors in eBook instruction, and suggested ways to make eBook marketing and outreach efforts instructional.

There were roughly 50 participants. The presentation will be available on CARLI's website, but for now it may be accessed at:

http://prezi.com/44fwliqgswzi/?utm_campaign=share&utm_medium=copy&rc=ex0share

Spring Forum – Instruction Showcase, June 18, 2015

The Instruction Committee will hold its 3rd Annual Instruction Showcase on June 18, 2015, at North Central College. The program continues the successful model used for the past two years, with continued modifications based on participant evaluations. Registration is open for the event, which will offer a day-long forum showcasing innovative elements of instruction sessions and presentations focused on partnerships.

Presenters will demonstrate instruction techniques and tools that are designed to enhance library instruction, including introducing students to different ways of considering authority, evaluating primary sources and websites, and examining how format impacts source credibility. This year's showcase also focuses on establishing outreach relationships with different campus and community partners. Karen Hogenboom, Associate Professor of Library Administration, Numeric and Spatial Data Librarian, and Co-Coordinator of the Scholarly Commons at University of Illinois, Urbana-Champaign, will speak to this theme in her keynote presentation on the formation of UIUC's Scholarly Commons.

The Showcase will take place from 10:00am to 3:00pm and will include a brief opening address, three 60-minute sessions of lesson presentations, lunch, a 45-minute keynote session, and a final 45-minute session of presentations on campus instructional partnerships. Participants will have the opportunity to attend all lesson presentations offered and presenters will be able to attend nearly all of the other sessions.

**2014–2015 Instruction Committee Annual Project:
Online Toolkit**

The Instruction Committee created an online tool that brings together presentations from CARLI Instruction Showcase events, ACRL Information Literacy Framework concepts, and bibliographic resources for instruction librarians.

The Instruction Toolkit is available directly at <http://www.carli.illinois.edu/products-services/pub-serv/instruction/toolkit/homepage> and also on the CARLI website on the Instruction page of the Public Services section <http://www.carli.illinois.edu/products-services/pub-serv/instruction>.

While the new ACRL Framework for Information Literacy for Higher Education was filed by the ACRL Board in February, 2015, and was a major topic of discussion at ACRL 2015 in Portland, many academic librarians still question how to use the new Framework in library instruction. Since 2013, the CARLI Instruction Showcase has offered academic librarians from Illinois the opportunity to share tips, tricks, and techniques they have used in library instruction. This Instruction Toolkit maps those instructional activities presented at the CARLI Instruction Showcase to the Framework, with the hopes that instruction librarians can use these presentations as resources for creating and/or re-imagining their own library instruction to accord with the Frames.

At one point in the process of determining the type of content desired for inclusion in the Instruction Toolkit, the Instruction Committee invited the Information Literacy Committee from Network of Illinois Learning Resources in Community Colleges (NILRC) to discuss a collaborative venture. The idea was to build upon the work NILRC had done to identify student learning objectives appropriate for the various transition points in an academic career – high school to college, underclassman to upperclassman, and undergraduate to graduate/postgraduate. Although development of the toolkit began in that direction and partnership, ultimately the committee decided that the ACRL Framework was an important new development that should form the basis for the toolkit.

The Instruction Committee utilized existing information from the past Instruction Showcase proposal submissions and the handouts subsequently posted on the CARLI website, but more information was needed from presenters to fully describe their activities in a useful way for the CARLI membership and provide consistency in the organization structure envisioned for the toolkit. Therefore the Instruction Committee and its CARLI staff liaisons worked together to design the online toolkit, populate the webpages, and contact the presenters for the additional necessary information. However, the greatest value of the Instruction Toolkit lies in the mapping of the Instruction Showcase presentations with the ACRL Frames. Another significant contribution is the creation of a robust bibliography to help instruction librarians navigate the ACRL Framework and learn instruction and assessment techniques.

Organization of the Instruction Toolkit

ACRL Information Literacy Frames:

- Authority is constructed and Contextual

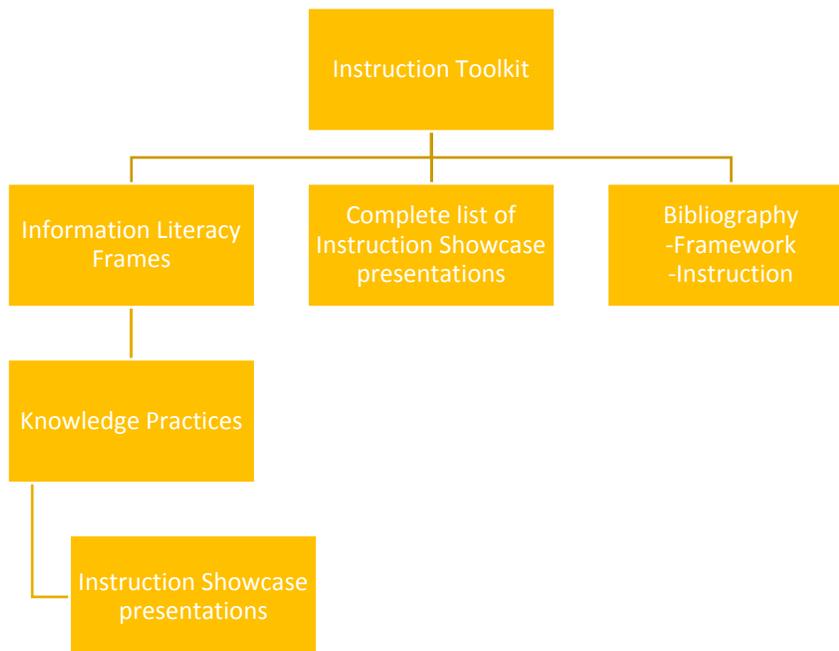
- Information Creation as Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

Each Frame contains multiple Knowledge Practices that specify behaviors of information literate learners. The Instruction Committee mapped the Instruction Showcase sessions to the Knowledge Practice level.

For each Instruction Showcase presentation, the following information has been included:

- Year of presentation
- Presenter name, title, institution
- Showcase presentation description
- Target audience for activity
- Student learning objectives
- Instructional activity description
- Handouts and additional documentation
- Frames applied in mapping process

<http://www.carli.illinois.edu/products-services/pub-serv/instruction/toolkithomepage>



Future plans for the toolkit project include adding presentations from future CARLI Instruction Showcases or other similar events, continuing to develop the bibliography, and creating instructional materials for the knowledge practices that currently do not have any Instruction Showcase presentations aligned

***2014–2015 Preservation Committee:
Annual Report of Activities***

Members:

Miriam Centeno, 2014-2016, University of Illinois at Urbana-Champaign
Jenny Dunbar, 2014-2015, College of DuPage
Sandra Fritz, 2013-2015, Illinois State Library, Co-Chair
Jennifer Ho, 2014, University of St. Francis (resigned)
Gregory MacAyeal, 2014-2017, Northwestern University
Beth McGowan, 2013-2015, Northern Illinois University
Lorraine Olley Eustice, 2013-2015, University of Saint Mary of the Lake Mundelein Seminary, Co-Chair
Anne Thomason, 2014-2017, Lake Forest College
Julie Wroblewski, 2013-2015, Benedictine University (resigned)

Staff Liaisons:

Elizabeth Clarage
Nicole Swanson

Meetings:

The Preservation Committee met ten times during FY 2015:

Two in-person meetings – August 26, 2014 (CARLI Office), April 7, 2015 (College of DuPage Library)
Eight conference calls – October 7, November 18, and December 2, 2014; January 6, February 3, March 3, May 5 and June 9, 2015

The major topics discussed at these meetings included: planning the Springfield Preservation Event for Spring 2015 and IFSI Burn Simulation and Recovery Workshop for Summer 2015, selecting the topic for the Annual Project (formerly White Paper), working on resources for preservation training, and submitting articles and other information about preservation to the CARLI newsletter, blog, and website.

Activities:

- Sponsored the Springfield Preservation Open House event at the Abraham Lincoln Presidential Library and the Illinois State Archives. Twenty-nine registrants from nineteen CARLI members attended this program.
- Developed the CARLI 2015 Preservation Survey to gauge the level of institutional commitment to the preservation and conservation of its collections in all media/formats.
- Created the Annual Project, “CARLI Institutions 2015 Preservation Survey.”
- Maintained and updated the Preservation Resources webpage:
<http://www.carli.illinois.edu/products-services/collections-management/preservation-resources>
- Contributed the following CARLI Newsletter Preservation Tips:
 - “Keeping Score – Handling Musical Scores for a Longer Shelf Life” - Greg MacAyeal, Northwestern University Music Library, October 14, 2014

- <http://www.carli.illinois.edu/carli-news-october-14-2014#PresTipKeepingScore10142014>
- “Silver Tarnish Removal” - Jennifer Ho, University of St. Francis, November 21, 2014
- <http://www.carli.illinois.edu/carli-news-november-21-2014#PresTipSilverTarnish112114>
- “Problems with Space” - Anne Thomason, Lake Forest College, January 29, 2015
- <http://www.carli.illinois.edu/carli-news-january-29-2015#PresTipProbwSpace01292015>
- “Preservation Week” - Miriam Centeno, University of Illinois at Urbana-Champaign, February 26, 2015
- <http://www.carli.illinois.edu/carli-news-february-26-2015#PresTipPresWeek022615>
- “Media 911” – Greg MacAyeal, Northwestern University Music Library, March 30, 2015
- <http://www.carli.illinois.edu/carli-news-march-30-2015#PresTipMedia911033015>
- “Privacy and the Archive” - Jenny Dunbar, Archivist, College of DuPage, April 2015
- <http://www.carli.illinois.edu/carli-news-april-29-2015#PresTipPrivacy04292015>
- “An Annotated Guide to Recent CARLI Newsletter’s Preservation Tips” - Beth McGowan, Northern Illinois University, May 2015
- <http://www.carli.illinois.edu/carli-news-may-29-2015#PresTipGuide052915>
- Planned the Illinois Fire Service Institute Burn Simulation and Recovery Workshop on July 16th: <http://www.carli.illinois.edu/illinois-fire-service-institute-burn-simulation-and-recovery-workshop>

Future Plans:

The committee will continue submitting Preservation Tips articles, blog entries on preservation topics, and maintaining the Preservation Weblibliography.

Information gathered through the Annual Project Survey has given the committee a wide variety of project possibilities for 2016. The success of the Spring Preservation Open Houses has led to discussions of another in a different area of the state.

Co-Chairs for the Committee in FY 2015-1016 are Miriam Centeno, University of Illinois at Urbana-Champaign, and Beth McGowan, Northern Illinois University

Submitted by Sandra Fritz and Lorraine Olley Eustice
Co-Chairs, CARLI Preservation Committee 5/29/15

***2014–2015 Preservation Committee Annual Project:
Preservation Survey***

The CARLI Preservation Committee’s survey was sent to 131 governing members on March 5th, 2015. Institutions were asked to respond within three weeks. Of those institutions, 51 (39%) responded. The survey covered several areas. First, the survey instrument attempted to determine the type of materials within collections and the most common forms of damage to these collections. Second, the survey tried to ascertain the level of institutional support for the preservation/conservation of materials. The third area of interest included the perceived needs and areas of expertise within the consortium and assessed the kinds of preservation/conservation activities undertaken internally and externally. Finally, the Committee asked if consortium members had either applied for, or received, grant support.

Types of Materials and Types of Damage

The kinds of materials within member institutions include standard library materials (47/51, 92%), archives (35/51, 69%), special collections (27/51, 53%), museum collections (8/51, 16%), digital collections (24/51, 47%), and a genealogical depository (1/51, 2%). But overall, most institutions (37/51, 73%) report that they had several types of materials in their keeping. From this data, it is expected that CARLI member institutions have a variety of preservation and conservation needs.

Eleven possible origins of damage to materials were suggested on the survey in three categories: four forms of interactions with humans (handling, improper storage, vandalism, and prior improper restoration), four environmental elements (water, light, airborne particulates, pests), and two materials issues (composition of paper, technological obsolescence) and finally in a category by itself, fire.

The damage most frequently reported by our institutions (41/51, 80%) was based on the standard aging of materials, though it was called “physical or chemical deterioration of materials due to temperature, humidity, aging, e.g., brittle paper, flaked paint, cracked leather, degradation of electronic media”. The next most frequent form of damage (35/51, 69%) was shared by two categories, one contingent upon human interaction with materials, improper storage, while the other was due with technical obsolescence. The third place damage most frequently reported was an environmental threat, water (34/51, 67%). Fourth place (33/51, 65%) was held by an environmental factor, light, while a close fifth (32/51, 63%) was held by interaction with humans (32/51, 63%) in handling. Other interaction with humans, in the form of vandalism, accounted for 33% of reported damage (17/51). Environmental factors of pollutants was reported by a little over half of respondents (26/51, 51%), while pests were reported as a problem by a little over a fifth of our membership (11/51, 22%). The problem reported least frequently was fire (2/51, 4%).

Based on these numbers, help would most likely be needed to deal with physical deterioration of materials and to deal with technical obsolescence.

Level of Support/Activities

CARLI institutions provide varying levels of support for preservation and conservation. Measures assessed included the quantity of staff devoted to preservation, the existence of a dedicated department, and budget allocations.

Departments and Staffing

The existence of preservation and conservation departments within institutions, while not rare, is certainly not the norm among CARLI institutions. Preservation departments exist in 4 of the 51 responding institutions (8%), conservation departments exist in 2 of the 51 institutions (4%), and an additional 3 institutions have both conservation and preservation departments (6%). Thus, 9 of 51 institutions (18%) have some sort of actual department. Five institutions use a category of “other” to describe the institutional organization of those who do this kind of work. So, 14 of 51 institutions (27%) considered themselves as having some sort of designation for workers in this category. This group has an average work force of 3.2 FTE. In contrast, those institutions that responded that they categorically do not have a department for preservation or conservation have an average 0.4 FTE. Clearly, having a department correlates with staffing. (See Table One)

While having a clearly defined department nearly guarantees that an institution has professional staffing and is highly correlated with administrative oversight, several institutions without departments have professional conservation/preservation staff and administration in these fields. There are 5 of 37 institutions without a department which have professional staff, and 9 of the 37 institutions have an administrator with that responsibility.

Table One: Institutions With and Without Depts. Correlated With Having Paid Professional Staff and Administrators of Preservation/Conservation Duties.

Existing Departments	Professional Staff	Administrative
Preservation = 4 (8%)	4 (8%)	2 (4%)
Conservation = 2 (4%)	2 (4%)	2 (4%)
Preservation and Conservation = 3 (6%)	3 (6%)	3 (6%)
Other = 5 (10%)	2 (4%)	1 (2%)
None = 37 (73%)	5 (10%)	9 (18%)
Total = 51 (100%)	16 (31%)	16 (31%)

The Preservation Committee was interested in knowing whether the presence of preservation and conservation departments and budget lines would correlate with overall library operating budgets. The Committee hypothesized that the larger an institution’s overall operating budget, the more frequently specific-budget lines and departments for preservation and conservation exist.

The survey results confirmed that institutions with very small operating costs (Small 1, less than \$50,000) are the least likely to have defined departments and budget lines; 100% lack these markers. However, the survey results also suggest that smaller mid-sized organizations (Midsize 1, \$100,000 - \$500,000) made up the second group most likely to lack defined departments and budget lines, as 75% of them have neither.

Table Two: Identified Preservation/Conservation Budget Lines by Their Overall Institutional Budgets

Budget	Number of Institutions (percentage)	Number of Institutions With Pres/Cons Budget line (percentage)	Number of Institutions Without Budget Line (percentage)
Less than \$50,000 Small 1	2 (4%)	0 (0%)	2 (100%)
\$50,000 - \$100,000 Small 2	6 (12%)	3 (50%)	3 (50%)
\$100,000 - \$500,000 Midsize 1	16 (31%)	4 (25%)	12 (75%)
\$500,000 – \$1 million Midsize 2	8 (16%)	4 (50%)	4 (50%)
\$1 million - \$5 million Large	14 (27%)	7 (50%)	7 (50%)
More than \$5 million Very large	4 (8%)	3 (75%)	1 (25%)
Totals	50 (100%)	21 (42%)	29 (58%)

Activities

The Committee surmised that like recognized departments, a dedicated budget line would correlate to preservation and conservation spending. Budget lines are interesting, but do not tell the whole story. As it turns out, in spite of 58% of institutions not having a budget line that is earmarked for preservation, many institutions do spend money on preservation contracting, digitization, supplies and education. Still, the existence of spending clearly suggests that these institutions understand that preservation and conservation are worthy of monies, if not as frequently as those with budget lines.

Table Three: Having or Not Having a Budget Line and Spending on Various Activities

	<i>Contracting Expenses</i> (10 possible items)				Digitization Equipment (4 possible items)				Pres/Cons Materials and Training (5 possible items)			
	0	1	2-4	5+	0	1	2-3	4	0	1	2-4	5
Yes = 21	2 (9.5%)	15 (71%)	2 (9.5%)	2 (9.5%)	10 (48%)	5 (23%)	4 (19%)	2 (10%)	2 (9.5%)	3 (14%)	15 (71%)	1 (4.8%)
Totals	19 some spending (90% some spending)				11 some spending (52% some spending)				19 some spending (90% some spending)			
NO = 29	9 (31%)	16 (55%)	4 (14%)	0 (0%)	21 (72%)	5 (17%)	3 (10%)	0 (0%)	10 (34%)	10 (34%)	9 (31%)	0 (0%)
Totals	20 some spending (69% some spending)				8 some spending (28% some spending)				19 some spending (66% some spending)			
Total = 50	11 (22%)	31 (62%)	6 (12%)	2 (4%)	31 (62%)	10 (20%)	7 (14%)	2 (4%)	12 (24%)	13 (26%)	24 (48%)	1 (2%)
Totals	39 some spending (78% some spending)				19 some spending (38% some spending)				38 some spending (76% some spending)			

As one can see from the above table, most institutions usually contracted out only one item. This area was generally commercial binding. The area in which funds are least likely to be spent is in the area of digitization. While this finding correlates with findings in other parts of the survey, there was some skepticism about its accuracy. Committee members posited that digitization efforts were most probably not understood as preservation activities, and therefore, not reported as such.

Holistic Preservation Needs

Our survey tried to assess the needs of our constituent members in several ways. We first asked institutions to identify their preservation needs from a range of possible answers including: not a need, a need, or an urgent need. In the chart below, those needs are listed from the most frequently reported urgent need or need to the least frequently reported need. The chart also attempts to correlate the needs both with damage problems and institutional activities.

We asked institutions to identify how their materials are damaged, allowing categories such as: causing no damage or loss, some damage or loss, or significant damage or loss. Finally, we identified several preservation/conservation activities and asked institutions to tell us whether they were done in-house,

done by outsiders, planned but not yet done, or not done and not planned. In the chart below, we tried to identify relationships among these three categories and reports from institutions.

Obviously, not all categories correlate exactly. Still, in the area of needs, we see that the categories tend to mirror each other. For example, in each category the issue of digital preservation is a clear and pressing need. We see that 66% of institutions want help with the preservation of digital materials, 69% see technological obsolescence as damaging to existing materials, and 66% report that they presently do nothing in the field of digital preservation.

Most of the categories do more or less correlate with the exception of two areas. The first of these is disaster planning. Most institutions recognize a need for disaster and fire planning; however, as disasters happen infrequently, damage reports from fire are few.

Another area in which a correlation is not in evidence is preservation planning and preservation management. While most other categories suggest some direct connection, the numbers for these two categories suggest an inverse relationship. Therefore, 33% of institutions do not have preservation management in place and the organizations that felt they needed help with planning amounted to 73%. This total is a bit over 100%, suggesting that those with management do not recognize a need for help with planning.

Table Four: Three Measures of Preservation Needs in CARLI Institutions

Self-Identified Need (identified as: need or urgent need)	Sources of Damage (identified as: some damage or loss & significant damage or loss)	Activities NOT DONE (identified as: either planned but not done or simply not done)
Planning surveys or assessments 73%		Preservation management 33%
Prioritized long-range preservation/conservation plan 72%		Preservation management 33%
Staff training 69%	Prior improper treatment or restoration 45%	
Preservation of digital collections 66%	Technological obsolescence 69%	Preservation of digital materials and electronic records collection 66%
Emergency response 63%	Fire 4%	Disaster planning 44%
Environmental controls 50% Conservation treatment (specimen preparation) 51%	Water 67% Light (fading, discoloration) 65% Airborne particles 51%	
Preservation of archival materials 49%	Prior improper treatment or restoration 45%	Conservation treatment 52%
Improvements to reduce exposure to light 43%	Light (fading, discoloration) 65%	
Collections security 34%	Vandalism 33%	
Exhibit design and preparation 35%	Prior improper treatment or restoration 45%	Activity related to Exhibitions 28%
Integrated pest management 32%	Pests 22%	Preventative conservation 10%

Grant Applications and Support

The last subject about which the Committee sought information was the frequency with which institutions applied for grants to support conservation and preservation activities. Only ten institutions had applied, nine of which provided brief outlines of grants. Of the nine, five were grants for digitization. Furthermore, only three of the ten were written by institutions with small total operating budgets, while the other six were from institutions with larger budgets.

Committee members were of two minds about these findings. On the one hand, there was a sense that our institutions need help applying for and obtaining grants. Yet, there was also an understanding that perhaps we needed to distinguish between the funding and staffing that grants might supply and other means of obtaining staffing and funds to support conservation and preservation activities.

Table Five: Grants Written by Institutions According to Overall Operating Budgets

Budget	Number of Institutions Writing Grants with This Budget
Less than \$50,000	1 (10%)
\$50,000 - \$100,000	1 (10%)
\$100,000 - \$500,000	1 (10%)
\$500,000 – \$1 million	3 (30%)
\$1 million - \$5 million	2 (20%)
More than \$5 million	2 (20%)
Totals	10 (100%)

Conclusion

The survey provided us with a good understanding of the current state of library preservation and conservation among the CARLI governing members. The institutions acknowledge a greater need for preservation and conservation of their collections than they can meet. The survey results suggest that CARLI institutions need the most help in five areas:

- disaster planning
- preservation planning and assessments
- digital preservation
- preservation of audio-visual materials
- staff training

The committee recommends the following in terms of addressing the human and monetary resource issues to address these needs:

Preservation Staffing & Training

One of the reasons for which this Committee undertook this survey was to develop programming that would serve the current CARLI membership needs. The survey took a look at whether institutions met their preservation needs by establishing a formal preservation department or assigned preservation duties to staff in other departments. For either option, staff will need to be trained regularly in preservation best practices.

The Committee recognizes that it has historically served the CARLI community to help meet the need for training. This has been provided through in-person workshops, webinars, videos and online resources. With 29 of the member institutions stating that they have no funding for training, CARLI has provided training that would otherwise be unattainable to some of its members.

The topics of these future trainings would cover the top areas of need identified in this survey. Typically the Committee has provided training by recruiting local experts (including its own members) to instruct in specific topics. Preservation training is often acquired on an ad hoc basis, gathering random classes as they are available. The Committee serves as a clearinghouse of preservation information. As such, it should look into ways that members can attain preservation training in a more systematic way. Additionally, the committee should look for synergistic (or collaborative) opportunities to take advantage of local, regional and national preservation resources for the benefit of its membership.

Funding Support

Monetary obstacles can be addressed in several ways. Advocating to library administration for budgeted funds will provide a reliable regular source of income. This will allow for more effective planning of projects and staffing related issues. Lobbying for funds from an institutional foundation or possibly other departments within the institution is another valuable strategy. To obtain support at this level, the value of preservation must be highlighted in such a way as to underscore the benefit to the entire institution. Finally, grant writing is an excellent means of obtaining funds for specific projects. In addition to the influx of funds, by promoting the receipt of the grant, attention can be drawn to the importance of preservation and conservation activities.

A copy of the survey is available upon request.

**2014–2015 Public Services Committee:
Annual Report of Activities**

Members:

Rebecca Brown, 2013-2016, College of DuPage, Co-Chair
Anne Buchanan, 2013-2015, Saint Xavier University
Raeann Dossett, 2014-2017, Parkland College
Paula Garrett, 2013-2016, Illinois Math and Science Academy, Co-Chair
Jennifer Sauzer, 2013-2016, Columbia College Chicago
David Stern, 2013-2015, Saint Xavier University
Richard Stokes, 2014-2017, University of Illinois at Urbana-Champaign
Victoria Tracy 2013-2015, Prairie State College
Julia Venetis, 2014-2017, Elmhurst College

CARLI Staff Liaisons:

Debbie Campbell
Elizabeth Clarage

Meetings:

The Public Services Committee had one in-person meeting, hosted by Columbia College Chicago, and 10 conference calls. We used AdobeConnect for screen sharing during one of our conference calls.

Activities:

- **Presentation of 2014 White Paper at the CARLI Annual Meeting on October 30, 2014**
Presented by Paula Garrett.
 - Public Services Committee: Assessing Using Evidence CARLI Voyager Reports:
<http://www.carli.illinois.edu/sites/files/files/2014PublicServicesWhitePaper.pdf>

- **Joint TSC/PSC Webinar: Understanding RDA - Part 1: March 6, 2015**
Presented by the Technical Services Committee in collaboration with the Public Services Committee. The primary goal of the webinars is to demystify RDA for public services librarians and any other library staff who may be struggling with RDA, conceptually or in practice.
 - Presentation slides: <http://www.carli.illinois.edu/sites/files/i-share/documentation/secure/150306-RDA-webinar.pdf>
 - Recording: <http://www.carli.illinois.edu/products-services/i-share/cat/secure/webinars>

- **Webinar: Personal Knowledge Management and Libraries: March 17, 2015**
Discussion on why libraries should be involved in Personal Knowledge Management. Ideas on how to curate and manage information, discussions of different tools, and sample projects.
 - Recording: <http://www.carli.illinois.edu/products-services/pub-serv/PKM-CKM>.

- **Joint TSC/PSC Webinar: Understanding RDA – Part 2: April 15, 2015**

The second webinar shows the effects of RDA on records in the online catalog. Comparison of how RDA records look and how they're different from AACR2 records.

- Presentation slides: <http://www.carli.illinois.edu/sites/files/i-share/documentation/secure/150415-RDA-webinar2.pdf>
- Recording: <http://www.carli.illinois.edu/products-services/i-share/cat/secure/webinars>

- **Joint TSC/PSC Webinar: Understanding RDA – Part 3: May 1, 2015**

The third webinar discusses how RDA improves precision in OPAC item descriptions, and requires keyword search strategies to maintain recall in OPAC search results. A brief description on how CARLI has exposed RDA data elements as additional facet options and as more specific format icons (and how this sometimes leads to trouble). RDA-based changes in Preferred Names and Titles, and how public service professionals may have to deal with both the old and new forms of names.

 - Recording: <http://www.carli.illinois.edu/products-services/i-share/cat/secure/webinars>

- **Collection Management Committees E-Book Symposium 45 minute panel: May 7, 2015**

Presentation Title: E-Book Searching, Navigation and User Satisfaction. Discussion on options for deep searching and open access collections. A review process for gathering user feedback. A navigation game “Where is That Feature?!” for participants to explore different e-book platforms.

 - Website: <http://www.carli.illinois.edu/products-services/pub-serv/ebook-searching-navigation-satisfaction>

- During the year, the Committee also attempted to revive the CARLI Public Services email list by posting comments and questions for consortium-wide discussion.

- Annual Project: Personal and Collaborative Knowledge Management: Projects and Tools for Librarians.
 - Website: <http://www.carli.illinois.edu/products-services/pub-serv/PKM-CKM>

Future planning:

- Continue to develop Tools Matrix – this project was on hold for a CARLI Data Analytics Task Force to determine best practices. The Task Force is also gathering information from Institutional Review Boards. Depending on the Task Force’s final report, this may still be an area of interest.
- Follow-up webinars on Knowledge Management, focusing on specific tools and how they can work together.
- Develop IACRL website: <http://www.carli.illinois.edu/products-services/pub-serv/PSCIACRLPreConference140321>
- Continue to promote Library Space Video website: <http://www.carli.illinois.edu/products-services/pub-serv/librarianspacevideos>
- New ideas from the Committee.

Respectfully submitted,
Members of the 2014-2015 Public Services Committee

***2014–2015 Public Services Committee Annual Project:
Personal and Collaborative Knowledge Management: Projects and Tools
for Librarians***
<http://www.carli.illinois.edu/products-services/pub-serv/PKM-CKM>



Consortium of Academic and Research
Libraries in Illinois

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PRODUCTS & SERVICES / PUBLIC SERVICES / PERSONAL AND COLLABORATIVE KNOWLEDGE MANAGEMENT: PROJECTS AND TOOLS FOR LIBRARIANS

PS Public Services

Personal and Collaborative Knowledge Management: Projects and Tools for Librarians

Overview

With this website the CARLI Public Services Committee is sharing our exploration of Personal Knowledge Management (PKM) and Collaborative Knowledge Management (CKM) tools to demonstrate possible applications that libraries could further develop. Below are examples of the kinds of tasks these tools perform:

- Reference/citation/bibliography management (Zotero)
- Web page capture and archive (Zotero and Diigo)
- Shared public workspace (Zotero and Diigo)
- Tags, notes, comments (Zotero and Diigo)
- Indexing and searching (Zotero)
- Information clearinghouse or repository (Zotero)
- Automatic transfer of information from one platform to another (IFTTT)

We imagined two main approaches to this project and tools. First, Personal Knowledge Management (PKM) where an individual is collecting and documenting their work on a specific topic. Secondly, Collaborative Knowledge Management (CKM), which is a collaborative approach that has the potential of creating not only shared work spaces, but also repositories of curated resources on a topic that could become public or private websites.

Personal Knowledge Management (PKM) and Collaborative Knowledge Management (CKM)

What is Personal Knowledge Management (PKM)? It involves a range of relatively simple and inexpensive techniques and tools that anyone can use to:

- acquire, create and share knowledge
- extend personal networks, and
- collaborate with colleagues.

PKM is about moving beyond finding information to being able to organize and construct



SYSTEM STATUS



All Systems Active: All Services are Online

PUBLIC SERVICES COMMITTEE

The [Public Services Committee](#) works with the CARLI staff and members to encourage cooperation and collaboration in the development, enhancement and dissemination of models of public service that benefit all users of CARLI member libraries.

[Minutes & Reports](#)

INSTRUCTION COMMITTEE

The [Instruction Committee](#) works with the CARLI staff and members to encourage cooperation and collaboration in the development, of effective programs of user and staff instruction that benefit all CARLI member libraries.

[Minutes & Reports](#)

meaning from the vast amount of resources available.

Collaborative Knowledge Management (CKM) has similar goals to Personal Knowledge Management (PKM); the difference is that instead of an individual person organizing information, a group of people are working together.

With the seemingly unending and exponential rise of available information sources, librarians want to remain relevant and vital to their communities. Personal and collaborative knowledge management is a natural extension to our roles in managing and circulating collections and providing reference and instruction. Our users can greatly benefit from strategies and tools to help them collect, manage, utilize and share their findings.

Knowledge management tools are growing and perform a wide variety of functions. Practicing the use of PKM/CKM tools such as Zotero, Diigo, and IFTTT can help us become versed in their potential and how they operate. Staying aware of what is out there, we will be able to promote these tools and guide our users, both individual and institutional, in applications for their research and data gathering projects. Moreover, as their guides we can help them imagine innovative collaborations with their colleagues and constituents. These knowledge management tools and their future iterations will likely become integral to our work as librarians and our users' education, careers, and lifelong learning.

The tools we are demonstrating in prototype fashion are free and have very low support requirements. The Zotero and Diigo web-based software products were selected to demonstrate possibilities for even small libraries. Much more powerful and sophisticated options could be developed by libraries interested and able to dedicate more time and resources to such projects. When these tools are developed to share publicly, of course intellectual property rights must be upheld.

[expand / collapse all](#)

▶ **[PKM Examples: Overview Webinar](#)**

▶ **[CKM Example: Collaboration Spaces](#)**

▶ **[CKM Example: Building a Collection for a Center of Excellence](#)**

▶ **[Resources](#)**

***2014–2015 Resource Sharing Committee:
Annual Report of Activities***

Members:

Kathleen Bloomberg, 013-2015, Illinois State Library
Bryan Clark, 2014-2016, Illinois Central College
Susan Duncan, 2013-2016, University of Illinois at Urbana-Champaign
Sandy Engram, 2014-2017, Illinois College of Optometry
Jennifer Funk, 2013-2015, McKendree University, Co-Chair
Sandra Harris, 2013-2015, Olivet Nazarene University
Amy LeFager, 2014-2017, National-Louis University
Marcella Nowak, 2014-2017, College of DuPage
Jeff Ridinger, 2013-2016, Illinois State University, Co-Chair

CARLI Staff Liaisons:

Lorna Engels
Debbie Campbell

The Resource Sharing Committee met for the first time on August 14, 2015 at the CARLI Offices. Following the initial in-person meeting, the committee met via conference call on the third Thursday of each month, beginning in September.

Jennifer Funk and Jeff Ridinger were elected as co-chairs for the 2014-2015 term.

Committee activities

- Generated and contributed monthly discussion topics for the CARLI resource sharing interest group (ResShare-ig) email list. Committee-led discussion topics encouraged timely discussion of issues by the larger community during the past two years. ResShare-ig has also been used by a growing number of community members to elicit feedback and open discussions among themselves.
 - Committee-generated topics this past year included procedures for multiple interlibrary loan ILL requests, requesting Items in WorldShare rather than I-Share, patron local requests, lost item processing fees, how libraries assist other libraries in getting lost items returned, and mediated/unmediated OCLC requesting.
- Hosted the webinar “Responding to Patron Frustrations in a Resource Sharing Environment”, presented by committee member Susie Duncan. This webinar, archived at <http://www.carli.illinois.edu/products-services/pub-serv/resource-sharing>, included discussion on thinking like a patron, shifting the focus from winning to “leveling up”, techniques to improve the effectiveness of email and phone transactions, strategies for handling difficult interactions, and stress reduction.
- Organized and hosted three resource sharing themed “Open House” events for CARLI members. These events were a continuation of a format utilized last year to great success. A mix of

institutions of varying sizes and locations were chosen to provide a glimpse at the breadth of libraries that make up the CARLI membership and how they handle resource sharing processes.

- University of Illinois at Springfield/Illinois State Library – April 8th (23 attendees)
- Olivet Nazarene University/Kankakee Community College – April 14th (19 attendees)
- Lake Forest College/Trinity International University – April 24th (20 attendees)
- Preplanned a webinar on the relationship of copyright to interlibrary loan/resource sharing. The committee identified a list of possible speakers, and a potential speaker has been contacted. The webinar is tentatively scheduled for November.
- The annual project for the Resource Sharing Committee was the development of a web page that provides a set of suggested workflows for recording OCLC lending requests in the library's local circulation system. These workflows will assist CARLI members in determining ways to alleviate the confusion that can occur when there is an overlap between consortial and OCLC Interlibrary Loan requests.

Rotating off the Resource Sharing Committee in July 2015 are Kathleen Bloomberg, Jennifer Funk, and Sandra Harris. Three new volunteers will be added for the terms beginning this summer. The chair for the 2015-2016 year will be elected at our final meeting, scheduled for June 18, 2015.

Respectfully submitted,

Jeffrey Ridinger,
Co-Chair, Resource Sharing Committee, 2014-2015

***2014–2015 Resource Sharing Committee Annual Project:
Recommended Workflows***

Executive Summary

The Resource Sharing Committee has provided CARLI members a set of five recommended workflows to assist them with recording the lending of materials through OCLC in their local circulation system.

When an OCLC request is placed for a returnable item that might have been requested through the library's own consortium (like I-Share), there are a number of overlaps that often lead to confusion for both the borrowing and lending libraries, and the possibility of unnecessary fines or blocks levied against patrons or libraries. It is our hope that by providing examples of a number of sample workflows, we are able to help CARLI members better handle recording OCLC Interlibrary Loan lending requests in their local circulation systems.

Before developing the workflows, the committee examined how these types of lending requests were handled at each of the member's home libraries. It became apparent that each library had developed individualized workflows to record the OCLC lending transactions in their local circulation systems, and that recommending a single best practice would never meet the needs of all member libraries. This idea was verified by responses to the committee's questions on the CARLI Resource Sharing interest group email list.

The recommended workflows provide guidance to member libraries and allow them to choose which method might work best for them. Each workflow is accompanied by a pro and con list that details some of the advantages and disadvantages. Two of the workflows, carry a heavier list of cons than the other three, although the workflows have been successfully implemented at a number of institutions.

The document also provides background gathered from our e-mail discussion list questions on the advantages and disadvantages of allowing direct OCLC requests by patrons, and the recommendation that all I-Share Libraries attach an OCLC Loan band to in-state loans to other I-Share libraries, when the request was generated through OCLC instead of I-Share.

Our "Sample Workflows for OCLC Lending" documentation is available on the CARLI website:
<http://www.carli.illinois.edu/products-services/i-share/circ/OCLCLendingWorkflows>

***2014–2015 SFX System Committee:
Annual Report of Activities and Annual Project***

Membership:

Xiaotian Chen, 2013-2016, Bradley University
Andrea Imre, 2013-2015, Southern Illinois University Carbondale, Chair
Stacey Knight-Davis, 2013-2015, Eastern Illinois University
Joanna Kolendo, 2014-2016, Chicago State University
Jeffrey Matlak, 2014-2017, Western Illinois University
Andy Meyer, 2014-2017, North Park University
Jim Millhorn, 2013-2015, Northern Illinois University
Steve Oberg, 2013-2016, Wheaton College, Vice-Chair

CARLI Staff Liaisons:

Paige Weston
Denise Green
Mary Burkee

Meetings

One in-person meeting at the CARLI Office in June 2014 and monthly meetings on the second Wednesday of each month via phone.

SFX administrator survey

The committee conducted a survey of CARLI SFX administrators in the Fall of 2014. The online survey consisted of 14 questions and aimed to assess SFX administrators' needs, satisfaction level with SFX, and perception of patrons' satisfaction. The response rate was a very favorable 63%.

The survey revealed a wide range of differences across SFX administrators' knowledge and comfort level with SFX.

The SFX committee focused on two strategies to help those most in need:

1. Open conference calls for SFX administrators, where administrators are free to ask any question about SFX.
2. Informal peer-to-peer mentoring activities.

Nineteen representatives from CARLI SFX libraries attended the first open conference call, held in February 2015, as well as several SFX committee members. Attendees posed various questions related to menu configuration, display logic, subscription entitlements, weekly update responsibilities, and more. Committee members and CARLI staff participating on the call were ready to provide feedback and assistance. When asked, attendees stated that they were very satisfied by this outreach effort, and expressed an interest in future open conference calls. As a result, the committee decided to hold open conference calls on a quarterly basis. The second open conference call took place on May 20, 2015, with 10 SFX library representatives, as well as SFX committee members. Discussion topics included the

shared instance, SFX representation of partial full text coverage, representation of ebooks in the SFX KB, and weekly update responsibilities. These open conference calls helped the committee with prioritizing tutorials that were still in the planning stage.

The second strategy was the creation of an informal peer-to-peer network. Originally the committee envisioned pairing committee members with SFX administrators interested in a peer mentoring program. One of the survey questions enabled the committee to identify SFX administrators interested in specific SFX improvements. The committee reached out to five libraries interested in adding a chat window to their SFX menu, nine libraries that wanted to improve ILL services via SFX, six libraries that expressed an interest in loading print into SFX, and nine libraries that wanted to customize their menus. The e-mails included references to CARLI documentation and when appropriate, contact information for one or more committee members who could be reached for personal assistance. The response rate to these e-mails was very low, with only one SFX administrator requesting personal help.

In addition to these two above-mentioned strategies addressing high priority training needs, the committee focused on offering SFX administrators help with redesigning their library's SFX button. At the time of the survey, sixteen CARLI libraries still had not customized their SFX buttons. The committee believed that the generic SFX button, with its non-descriptive design, did not offer sufficient information to library patrons about the functionality of SFX. The committee hypothesized that a customized, institution-specific button using labels that describe the openURL functionality of the linkresolver, such as Find it, Get it, Get article, or Full Text @..., would result in increased SFX usage. The committee worked on several strategies to encourage the sixteen libraries to replace the generic, non-descriptive SFX button with an institution-specific button: e-mail notifications were sent out, personal help to design institution-specific buttons was offered, and a video tutorial was created on button design. The most successful strategy proved to be offering pre-designed buttons for reuse. Six out of the original sixteen libraries customized their SFX button. Denise Green and Paige Weston gave a presentation at ELUNA about the measurable effects of button customization.

Training videos

Committee members were involved in the creation of the SFX training videos posted on the CARLI site at <http://www.carli.illinois.edu/products-services/link-resolver-sfx/secure/sfx-admin-series>. Here are a few examples of the videos created during the year:

- How Does SFX Know What We Subscribe To? The CARLI Shared Instance
- What Do I Need To Know about Target Parsers and Parse Params?
- How Do I Use SFX to Assess My Collections? Journal Coverage
- How Do I Use SFX to Assess My Collections? Using SFX to Compare Library Databases Holdings
- How Do I Log in to SFXAdmin
- What Are My Duties When CARLI Applies a KB Update?
- How Do I Customize my SFX Button?

Free/Open Access target evaluation

A sub-committee evaluated Free/Open Access targets included in the SFX Knowledgebase (KB) and distributed an Excel sheet to CARLI members. Free/Open Access targets were assigned to one of three tiers, based on various criteria (e.g. language, vendor's linking performance, reputation of target, platform/provider/publisher information). This tiered ranking helps SFX administrators evaluate free/open access targets in the SFX KB and to select reliable open access content via SFXAdmin. These open access collections can be very valuable to library patrons.

Feedback to CARLI staff during training material preparation

The committee provided significant feedback during the creation of a pathfinder to SFX tutorials (<http://www.carli.illinois.edu/products-services/link-resolver-sfx/secure/sfx-admin-series-tour>) and the SFX trouble tree, a troubleshooting flowchart (<http://www.carli.illinois.edu/products-services/link-resolver-sfx/secure/sfx-trouble-tree>).

**2014–2015 Technical Services Committee:
Annual Report of Activities**

Member:

Elizabeth Cribbs (2013-2016) Northern Illinois University
Keith Eiten (2014-2017) Wheaton College
Lynnette Fields (2013-2015) Southern Illinois University Edwardsville
Ann Heinrichs (2014-2017) Catholic Theological Union
Mary Konkel (2014-2017) College of DuPage
Dallas Long (2013-2016) Illinois State University
Deborah Morris (2013-2015) Roosevelt University
Kavita Mundle (2013-2015) University of Illinois at Chicago
Lauren Noel (2014-2015) Columbia College
Mary Tatro (2013-2016) Augustana College
Tonya Webb (2013-2015) University of Illinois at Urbana-Champaign

CARLI Staff Liaison

Jennifer Masciadrelli
Nicole Swanson

2014-2015 Accomplishments:

- Revised the consortial cataloging policy document *Cooperative Cataloging Guidelines for I-Share Databases*: <http://www.carli.illinois.edu/products-services/i-share/cat/coop-cat-guidelines> (Approved by the CARLI Board of Directors on March 13, 2015)
- Revised the consortial cataloging policy document *Standards for Bibliographic Records in I-Share*: <http://www.carli.illinois.edu/products-services/i-share/cat/bib-standards> (Approved by the CARLI Board of Directors on March 13, 2015)
- Conducted Spring Forum on Shelf-Ready at the University of Illinois at Chicago, April 17, 2015. The Forum also included a CARLI presentation on the new features of the Voyager 9.1.1 upgrade: http://www.carli.illinois.edu/products-services/i-share/cat/TSCSpringForum2015_Shelf_Ready
- Developed 2015 Annual Project *Exploring Shelf-Ready Services*: <http://www.carli.illinois.edu/exploring-shelf-ready-services>
- Collaborated with the Public Services Committee for the webinar series: *Resource Description and Access (RDA) for the Rest of Us: An Introduction for Public Services Librarians (and anyone else feeling out of the loop on RDA)*. <http://www.carli.illinois.edu/products-services/i-share/cat/secure/webinars> Webinar one focused on the theoretical underpinnings of RDA, webinar two focused on the concrete changes that are now showing up in RDA-based OPAC records, and webinar three focused on both how RDA improves precision in OPAC item descriptions and faceting and RDA-based changes to Preferred Names and Titles.
- Regularly updated the RDA Resources webpage <http://www.carli.illinois.edu/products-services/i-share/cat/rda-resources> and Calendar of Upcoming RDA Trainings <http://www.carli.illinois.edu/products-services/i-share/cat/rda-resources-upcoming-training>.

- Assisted CARLI staff in creating and prioritizing a wish list of short training tutorials for new technical services staff and advised on the content of the scripts. The first tutorial created is “Using the I-Share Tag Tables” available at: http://www.carli.illinois.edu/products-services/i-share/cat/secure/tagtables-download#tutorial_tagTable

Future Plans:

The Technical Services Committee sees several ways to explore technical service issues in the future. We will continue to assist the CARLI staff members with training videos involving cataloging and other technical service work, and we have discussed creating forums for discussing what other librarians are doing with technical reports such as access reports. We have also considered exploring issues relating to electronic resources such as batch loading and eBook bibliographic record maintenance. TSC members have also suggested following up the very successful CARLI-sponsored MARCEdit webinars with more information about potential projects and other issues related to MARCEdit. Finally, the CARLI Technical Services group plans to address more acquisition-related issues in the coming year. The TSC group discussed programming and professional development opportunities such as webinars, day-long forums, hack sessions, and lightning talks.

Chairpersons' Comments:

This was the second year of operations for the Technical Services Committee under CARLI's new structure. The committee held most of its meetings via conference call this year again. This continued to work very effectively; meetings moved smoothly and efficiently, and team members remained in regular contact via e-mail as well. We were able to develop good working relationships among the team members and the committee benefited from everyone's expertise and counsel.

Respectfully submitted,
Elizabeth Cribbs and Lauren Noel
Co-chairs, 2014-2015

*2014–2015 Technical Services Committee Annual Project:
Exploring Shelf-Ready Services*

<http://www.carli.illinois.edu/exploring-shelf-ready-services>

I. Pros and Cons of Shelf-Ready

II. Feedback from Users of Shelf-Ready Services

III. Shelf-Ready Resources

INTRODUCTION

Over the past several years, shelf-ready—the outsourcing of cataloging and processing services—has become a controversial topic in the library world. This report examines the implications of shelf-ready services, both operationally and organizationally. Additionally, general questions include: What is the interest in setting up a shelf-ready service? What is involved in implementing such a service? What is the impact on workflow and staffing as a result of this service? How can quality control be assured?

Before delving into such details, the first question should be, just what is ‘shelf-ready’ exactly? In short, a very basic definition of shelf-ready is as follows: a collection of materials received from a vendor or publisher that comes with catalog records and physical processing already in place.

A report from a research team at the University of California Libraries (The Power of Three team) broadens this definition to include prospective collections in all formats, including electronic monographs, acquired on a title-by-title basis, as well as retrospective processing of existing collections.

For those of us completely new to this topic, there are a variety of shelf-ready options in the marketplace. For example, vendors offer a range of services from brief order records, e-invoicing, final catalog records, and any number of physical processes such as: attaching barcodes, property stamps, anti-theft strips, spine labels, dust jacket covers, paperback book cover reinforcements, etc. It is also worth noting that these services can be customized in a flexible way to a modular or granular level, depending on each library's needs. When beginning a shelf-ready program, the library sets up a profile designating which services and processes the vendor should apply to a given category of resources. Some time may be spent after this in testing and adjusting those parameters.

It may be helpful to keep in mind some of the most common reasons for considering shelf-ready services. Two main reasons for shelf-ready implementation across libraries of all sizes are: (1) the need to improve materials turnaround time and (2) the desire to redeploy staff for other projects or tasks.

I. PROS AND CONS OF SHELF-READY

This part of this report is not an exercise in persuasion for or against starting an outsourced shelf-ready program. It is an attempt to think through as many pros and cons, pluses and minuses as we can. It is

important to remember that all choices have consequences and outcomes, and some decision may have both pros and cons to deal with.

Pros

For libraries that are understaffed, either chronically or temporarily because of budget cuts, moving to shelf-ready cataloging and processing can be the difference between getting any materials processed or not. If your library does not have the staff to deal with even basic copy cataloging of your acquisitions, this may be the only real option. It is important to remember that a wholesale move to e-books eliminates processing activities and costs; but e-books are no different from physical books in their need for rich and in-depth cataloging. Nor are they free from the costs of database maintenance and cleanup.

Even if your library is not understaffed, circumstances can change; worsening state budget problems, enrollment downturns, or changes in university or library administration can force change on a library. It may be in your library's best interest to have at least studied and considered the option of a shelf-ready program.

In libraries that have sufficient technical services staffing, shelf-ready can free up staff time for other important tasks that may have been ignored, neglected, put off indefinitely, or performed incompletely. Some of these are:

- *Database cleanup*, such as correcting errors in legacy descriptive cataloging and obsolete MARC coding
- *Updating subject and name headings*, especially because of numerous changes to authorized headings that were mandated by RDA
- *Describing and providing access to "hidden collections,"* such as gift collections awaiting description or manuscript or archival collections with minimal or no subject description
- *Introducing new projects*, such as OCLC WorldShare Collection Manager for continual improvement of cataloging. This service has been available for some time now, under differing names such as BibNotes. It notifies a library when an OCLC master record to which a library's holdings are attached has been updated.
- *Upgrading of legacy catalog records that need enhancement.* OCLC WorldShare Collection Manager doesn't provide retrospective improvement, only those going forward from when you began your subscription. OCLC's aggressive record merging project was probably necessary, but presents a challenge in the I-Share environment. The need to identify local records that have been merged, suppressing them, and then replacing them is a time-consuming project.
- *Upgrading OCLC master records to reflect enhanced cataloging in the local catalog*, especially added/enriched contents notes, summaries, and subject and name headings. Some libraries' practice has been to do this enhancement in the local catalog, but not transfer the enhancements to the OCLC master record. Enhancing the OCLC master record is essential to those libraries that use WorldCat Local as a primary discovery layer, since searching there is on the OCLC master record, not the local Voyager record. But it should be part of every OCLC library's job to upgrade the master record when possible. And with the establishment of OCLC's Expert Community, catalogers with full-level authorizations can make more extensive changes on many OCLC master records.

Most processing tasks and some cataloging tasks are relatively low-skill; “double DLC” copy cataloging is the primary example of a low- or medium-skill cataloging task that could just as well be done by a vendor. A shelf-ready program can help reduce the amount of low-skill work that library staff will need to perform and to supervise. Remember labor costs!

Catalogers who have faculty appointments can gain time for other professional activities: teaching, collection development projects, liaison outreach to teaching faculty, and research.

Cons

Additional costs will be incurred. Shelf-ready services have some yearly fixed costs, and some per-item costs. Either new budgetary resources must be advocated for, or the funds must come from somewhere in the library’s budget--either from materials budgets or from other areas. If at all possible, we should avoid “robbing Peter to pay Paul.” If new resources or the required budgetary flexibility are not allowed by library or institutional administration, then it may not be possible to use shelf-ready services.

Starting a shelf-ready program can be a time-consuming process. Library staff will need to carefully evaluate current cataloging practices and workflows and may need to reconsider if they are worth continuing, especially those that would be difficult for a vendor to duplicate. Department heads should anticipate resistance from technical services staff. It is easy for local practices to perpetuate, sometimes with no apparent justification for them. There also will be many hours spent in setting up profiles that describe the actions you want the vendor to do or not do. Profiling may take several rounds of testing and re-doing of the profiles. This will require significant attention of several library staff for a span of time.

Libraries will also need to spend time changing workflows once the shelf-ready program is running. You cannot allow the system to run itself. At the same time, in order to achieve gains in staff time, you also cannot check all the work done by the vendor. Some method of sampling or spot checking of the vendor’s work must be established. Moving from piecemeal to batch processes is a major conceptual shift. Also, not all materials your library acquires will have shelf-ready services available, as not all vendors provide this service. Your library’s workflows will likely multiply, at least into “main” and “exception” categories. Ironically, very small libraries, especially one-person technical services departments, may not be able to start a shelf-ready project because they cannot spare the expertise required to set up and monitor the project.

There are three related issues that, for want of a better term, we call “strategic” issues:

- At college libraries, low-skill jobs like book processing and shelving are often done by students, who need the income and often enjoy a break from their studies. These kinds of entry-level jobs are often the entry point for people into librarianship. We all know of many librarians who have taken this route into librarianship. Is it wise to reduce or eliminate a route for mentoring or recruiting of the next generation of librarians?
- Cataloging is a high-skill job, requiring training and a broad education to be done well. Career opportunities are already being limited by state budget trends and other, larger trends in our economic/business/political culture. By hiring an outsourcer are we reducing work opportunities for ourselves, newer librarians, and future librarians?
- We may want consider whether employing an outsourcer is a “slippery slope,” or “allowing the camel’s nose into the tent.” In other words, is it wise for us to allow the idea that if some jobs in a

library could be outsourced, maybe they all could or should be outsourced? We really don't know the answer to this question, and each library's situation will look different. But we need to anticipate the possibility.

We can also identify an ethical issue. By hiring an outsourcer, are we supporting a type of sweatshop? Hiring our own students 10 hours per week to stick on call number labels is not creating a sweatshop, since they are also students. Paying non-students minimum wage with no benefits may well be a sweatshop. It may be wise to keep in mind the old adage to "think globally and act locally."

Additional Considerations

These last points are not really pros or cons, but are additional ideas to consider. First, libraries have already been engaged in various kinds of outsourcing for some time. One definition of outsourcing is using the expertise and shared work of others for our own benefit. The shared work may be free or purchased. Some examples include, but are not limited to:

- Purchasing of journal indexes because we don't have the resources to analytically catalog our journals—some libraries actually did this, on the principle that the catalog should be a representation of everything your library owned.
- Purchasing card sets from the Library of Congress allowed local librarians to focus on other tasks.
- Shared cataloging on OCLC takes advantage of the work of thousands of other librarians.

The second point explores a tension: is cataloging an artisanal or an industrial activity? Or is it a bit of both? Cataloging, at its most basic, is a means to connect people with the information, learning, and knowledge that they wish to use. We librarians do this by writing short descriptions of the information resource. It used to be that we would write each one from scratch, according to established codes. Later we found ways to share this work, either by printed cards or computer networks. But piecework was always a part of the process—someone handled each physical or virtual item. It is easy to equate this with artisanship. That encounter, however brief, with information resources in our collections, is invaluable "fingertip" knowledge of our collections, and can be a source of great intellectual satisfaction. A fully fledged, order-to-shelf outsourced program takes away not only the piecework, but also the individual encounter with our resources. It can feel more like a manufacturing or industrial process than an individualized one. How do we resolve or accommodate this tension?

Perhaps we should think of cataloging as an organic process, carefully selecting our database maintenance projects and tools to add value and continuously improve our users discovery experience in our catalogs. The art and science of cataloging then becomes an individualized process, working not only for our individual libraries, but also for the "good of the all."

II. FEEDBACK FROM USERS OF SHELF-READY SERVICES

CARLI's April 17, 2015 Technical Services Spring Forum was largely devoted to shelf-ready issues. A panel of CARLI member librarians with shelf-ready experience answered prepared questions, followed by Roundtable sessions with additional questions and comments by panelists and participants. Below is a summary of those discussions.

Panel moderator: Mary Konkel, College of DuPage

Panelists:

Deborah Morris, Roosevelt University

Kavita Mundle, University of Illinois at Chicago

Connie Mead and David Malone, Wheaton College (responding either separately or as a unit)

Beth Cox, Southern Illinois University, Carbondale (not present; responded in writing)

Lynn Wiley and Stephanie Baker, University of Illinois at Urbana-Champaign (not present; responded in writing)

1. Why did your library implement shelf-ready services?

- | | |
|------------|--|
| RU | Lack of staff; cost efficiency |
| UIC & UIUC | Save time and money; improve workflows; help speed up distribution of materials to branch libraries; improve user experiences |
| WC | Reallocate resources, i.e., put staff to better use; reduce exceptions, as seen in piece-by-piece processing; streamline workflows; simplify and standardize practices. We learned to embrace “good enough” as a quality standard. |
| SIUC | Our then-dean heard about the successes that other libraries had had with shelf-ready and wanted us to try it. Specifically, he said that he wanted “to allow us to redirect staff efforts to address other long-standing issues in IRM [Information Resources Management, aka Tech Services], especially backlogs, cleanup, etc.” |

2. What aspects were most important?

- | | |
|------|---|
| RU | Accuracy and professional appearance of materials |
| UIC | Quality control; timely access to newly acquired materials |
| WC | Streamlining workflow; simplifying and standardizing practices; accelerating entire “selection to shelf” process |
| SIUC | None more than others, that I can recall. |
| UIUC | Application of library stamp, security strip, and barcode as well as the call number in Voyager holdings records. |

3. What vendors did you consider, and why?

RU	Vendors that CARLI recommended
UIC	YBP, which we were already using; there are not many vendors out there.
WC	YBP, which we were already using
SIUC	To my knowledge, we only considered YBP, as they were and still are our primary book jobber.
UIUC	Just YBP as they are our primary domestic monograph vendor and they provide a robust service for this process.

4. Did you do a trial first and if so, what kind?

RU	No trial
UIC	No trial. We implemented shelf-ready in two phases. The first phase was implemented in the early 1990s and the second in 2010. In the second phase, we added firm-order books for the Daley Library [the main UIC campus library] and added shelf-ready services for the Library of the Health Sciences (LHS) in Chicago and its branch libraries in Rockford, Peoria, and Urbana.
WC	No trial, but instead we underwent a “slow immersion” into shelf-ready.
SIUC	Yes, we did a 6-month trial for firm orders and approval plan books. The vendor applied the property stamp, tattle-tape, spine label, and barcode, and worked with OCLC to provide the bib record.
UIUC	Yes, we started with just our Science DDC records and Performing Arts LC records and did test files of those to review call number assignments and record loads to ensure we had our bulk import settings set correctly. We then expanded shelf-ready to cover more subject areas (based on the subaccount structure which we set up with YBP). We ended up dropping shelf-ready for DDC because we do require unique call numbers for accurate shelf retrieval. DDC required a very large number of the MFHDs to be reviewed and then edited to create a unique number. It should be noted that this is due to our very large volume count. Many smaller libraries may be able to use DDC and shelf-ready.

5. Have you managed shelf-ready materials differently than non-shelf-ready materials?

6. What things did you find that required adjusting?

RU Yes, shelf-ready materials are handled differently. Nothing is ever completely shelf-ready.

We did not create a shelf-ready profile for music scores, so technically scores should not be handled by the shelf-ready vendor. Once one of our music scores accidentally went to YBP for shelf-ready treatment. Everything in the record had to be re-done or corrected.

UIC Shelf-ready materials are definitely managed differently than non-shelf-ready materials. Most processes are fairly complete, but if not, further work is needed. We accept full, minimal, and level 3 records. Hence, the quality of records we receive varies and incomplete records need more work. In general, we check title, date, and name and series authority headings.

We use Strawn's toolkit to check headings, and if we do not find a match we try to create authority records and contribute to OCLC.

Health sciences books come nearly shelf-ready. Selectors place orders through YBP's GOBI ordering site. Brief order records are first added to the catalog and then replaced by OCLC's PromptCat/WorldCat Cataloging Partners Records. YBP gets the shipment ready and then ships books directly to all of our health sciences libraries. The WCP full records need editing, as these records do not have complete call numbers. They come with class number, but without the Cutter and the date added (NLM stopped assigning the Cutter and date to the call number since 2010). The people at the health sciences sites add the Cutter and date, check the shelflist, create holdings, and finish shelf-prep.

Meanwhile, at the Daley library, the staff goes through the OCLC report for every record file that OCLC supplies for the site libraries. The staff identifies records from the report that do not have call number and MeSH headings and assigns them to finish cataloging. So, by the time the site libraries receive books, records are ready to be used further in creating holdings and shelf-prep.

WC We found almost every part of our process required adjusting. We opted to have YBP do every step of the physical processing, except our property stamps and date due slips. We are doing these two steps internally, for cost reasons and to leverage already available student worker hours.

SIUC 5. At some point during our trial, everything [was managed differently]. During the trial, we closely inspected every shipment of shelf-ready materials, tracking issues and reporting them to YBP. We also tracked how long it took to process each item from receipt through delivery to Circulation for shelving. Before this trial, Acquisitions had one funnel for processing of materials: unpack box, check invoice, receive materials in Voyager, physically process,

and send to Cataloging. With the shelf-ready project, there were three funnels: (1) books with full PromptCat records, (2) books with short bibs, and (3) books with physical processing still to be completed.

6. These problems were not consistent nor regular, but we would receive items without the property stamp or with barcodes placed incorrectly or with the spine label falling off during transit.

UIUC

5. Yes, [we handled shelf-ready materials differently]. For all YBP materials, we have a bib and MFHD loaded to Voyager that we have exported from YBP's GOBI online ordering site. A PO is also created at the time it is loaded. For non-shelf-ready materials, we then receive a bib record from OCLC through their WorldCat Cataloging Partners (WCP, formerly PromptCat) program, which overlays the bib loaded for the PO creation, and then the cataloger assigns the call number and enters it in the MFHD created at the time the PO was created.

For shelf-ready materials, we also receive records from OCLC through WCP, but we have a different bulk import rule for these which creates a second MFHD to which the call number is mapped from the 852 in the bib coming from OCLC. So when we receive the piece, there are two MFHDs – one attached to the PO and one containing the call number. The person receiving the piece (or a cataloger, if it gets to a cataloger) copies the entire 852 field from the second MFHD into the first, which is connected to the PO, and then deletes the second MFHD, and the piece is ready.

6. We realized right away that YBP couldn't do our exceptional DDC classifications. They also could not check our catalog for duplication of call numbers. We originally had them create labels for the books but not apply them, so that we could review them first. In the end, we decided that the cost of having them produce and apply the labels was higher than we could do here, so we create the label locally and apply it ourselves. This is indeed much cheaper and allows for much more flexibility in MFHD changes, yes, but also in placement and any needed adjustments for label sizes. We do have YBP stamp, strip, and add the barcode to the piece.

7. What is the quality of bibliographic records for shelf-ready materials?

RU The quality of each record depends on what is available. If there is no OCLC record, then YBP makes a minimal-level record, which has to be upgraded.

UIC The quality varies depending on the level of record that's available in OCLC. UIC adds RDA elements that are missing in the record. Sometimes we receive

brief records that have to be upgraded.

WC *(most positive answer)* 80 percent of the records we receive are at an acceptable level. The table of contents is usually what needs to be added locally. We purchased the “best OCLC records available” (from a three-tier selection). David strongly recommends that CARLI leverage its strength as a consortium to get YBP to consistently do full-level cataloging.

SIUC The decision was made by the then-head of cataloging to get only DLC records. For anything else, a brief bib record was created by YBP. As long as we received a DLC record, the records were fine. However, we would occasionally receive non-DLC records.

UIUC The GobiExport records are usually full records, and they are then overlaid with the OCLC WCP records.

8. Do shelf-ready materials affect local procedures and cataloging practices?

WC WC has 6 different profiles for the different services they want YBP to do on various types of books.
Note: Cataloging is a fixed cost; processing is a variable cost (depending on which processing services the client wants).

WC Local impact has been 100 percent. We are still cataloging some non-shelf-ready materials, but we now have time to do in-depth cataloging when warranted, plus time to do special projects. We have been able to move what have been staff-level tasks down to the student-worker level. We also went to DePaul to see how they were implementing shelf-ready procedures.

SIUC Yes, we found that staff were spending more time fixing [shelf-ready-generated] problems than just doing these processes themselves, and many of the Acquisitions and Marking processes were done by student employees. Also, because of the restrictions that we placed on the project (only DLC records and only certain types of materials), we ended up creating more procedures [for ourselves].

UIUC Yes. We are going towards more LC cataloging (we have historically been a Dewey shop) at least in part to take advantage of shelf-ready. But we also want to drop the labor intensive exceptional DDC work in favor of LC as it meets the same needs that resulted in the DDC workflow (better browsing). We also can collaborate much more effectively with other libraries in shared metadata and cataloging projects with LC. It also allows more Acquisitions staff to be able to catalog materials upon receipt.

9. What is the level of satisfaction with shelf-ready services?

- RU Rather low. Processing has improved greatly, and the materials look great, but the cataloging is less than stellar.
- UIC No major complaints. Nothing has been a big problem we couldn't resolve. We tweaked our profiles a couple of times, changed what goes in a certain MARC field, etc. We do intend to continue the program.
- WC Cataloging became more streamlined; acquisitions became more complex.
- SIUC Low. None of the materials were ever truly "shelf-ready." All books had to be touched in order to see if there were any accompanying materials, to delete the extra holdings record (a problem we were never able to fix), and to re-link the location.
- UIUC We have not done a survey, but we are able to train staff and put more staff on a basic review of shelf-ready materials to get them turned around much faster.

10. If shelf-ready has been a success in your library, do you see its role expanding to include other vendors, other formats, etc.?

- RU If the success rate were higher, we would more than welcome role expansion, especially with processing.
- UIC In a sense we have already been doing a type of outsourcing, but calling it something else; for example, with Serials Solutions, we subscribe to their 360 MARC update service for both e-journals and e-books. [Serials Solutions is now under the ProQuest brand name.]
We would not do shelf-ready with special collections.
- WC I doubt that we would expand, considering that it took two years from when we started doing our tech specs to when we got our first shelf-ready books. Regarding special collections: WC has one sub-account for special collections. These items are cataloged by YBP up to a point, then Wheaton does the rest.
- WC
& UIUC We are not so much expanding per se, but we are embarking on more projects as a result of more freed-up time.
David recommends finding ways to expand bulk cataloging via MarcEdit, etc.

Additional Questions and Comments from the Roundtable Sessions

Question about costs:

WC Dewey classification costs more than LC

Question about quality control:

RU & Some overlay and discard issues
WC

RU Some labeling problems

WC Please check Wheaton's URL that they included in their handout for more information on workflow: <https://library.wheaton.edu/shelfready>.

What tools do you use at Wheaton for batch processing of bibliographic records?

WC

- Macro Express [a Windows utility] to automate repetitive data-entry tasks
- MarcEdit to make batch changes to bibliographic records and MFHDs
- Strawn Utilities to make batch changes to headings
- Voyager Pick and Scan (soon to be significantly enhanced!) to make batch changes to bibliographic records and MFHDs

Question about cost analysis:

SIUC Our then-Acquisitions Librarian did a cost analysis of the trial. We had 2,734 items that went through pre-processing, which cost \$7,122.15. The additional cost of fixing errors was an additional \$2,843.36, making our total cost \$9,965.51. The cost to have a student worker do the same work would have been \$1,749.76. Between problems with both YBP and OCLC not following our profile, and the amount of extra time spent AND the additional money spent, it was not worthwhile.

Question about “change in culture,” staff’s attitudes to change in workflow:

WC This has varied depending on the individual (i.e., some people do not like change in general). Getting a “buy-in” from staff and stakeholders has initially been slow until the advantages are evident (e.g., time for special projects and work on legacy records).

Some general discussion on the issue of “taking jobs away”

—either from students or paraprofessionals

III. SHELF-READY RESOURCES

Tomlin, N., & Kandarasheva, I. (July 2014). **Ready or not?: An assessment of shelf-ready materials management practices in US academic libraries.** *Library Resources & Technical Services*, 58(3).

This paper analyzes results of a survey on shelf-ready materials management and cataloging practices in US academic libraries with various collection sizes. The survey respondents consisted of managers and librarians in technical services operations. Survey questions addressed topics such as the volume of shelf-ready materials, perspectives on shelf-ready expansion, the effect of local cataloging practices on shelf-ready services, the amount of cataloging and processing errors, and quality control. The majority of participants were from small- and medium-size academic libraries, and print materials were the prevalent format for shelf-ready treatment. Two main reasons for shelf-ready implementation across libraries of all sizes were the need to improve materials turnaround time and the desire to redeploy staff for other projects or tasks. [Abstract from author] [HTML Full Text](#) [PDF Full Text](#) (657KB)

University of California Libraries Next-Generation Technical Services Power of Three (POT) Group 2.1. (June 2014). *Report to the NGTS Management Team* [Report]. Retrieved from University of California Libraries: http://libraries.universityofcalifornia.edu/groups/files/ngts/docs/pots/pot2_1_finalreport.pdf

Next-Generation Technical Services (NGTS), an initiative developed by the University of California Librarians to redesign technical services workflows, established the Power of Three (POT) groups to conduct pilot projects including a comprehensive study of shelf-ready procedures.

The POT group prepared this report with a broadened definition in mind of shelf-ready services, to include prospective collections in all formats, including electronic monographs acquired on a title-by-title basis, as well as retrospective processing of existing collections. This report comprises four recommendations: (1) recommended service standards, (2) best practice recommendations, (3) recommended elements for a shelf-ready physical processing standard, and (4) capturing the value of efficiency.

Woodward, J. (2013). **The age of high anxiety.** In *The Transformed Library: E-books, Expertise and Evolution* (pp. 47-60). Chicago: American Library Association.

Woodward, J. (2013). **Survival strategies for academic libraries.** In *The Transformed Library: E-books, Expertise and Evolution* (pp. 117-134). Chicago: American Library Association.

Woodward argues that, although futurists and prognosticators as a group make faulty assumptions when predicting the future, they do sometimes get things right. Are librarians and libraries facing oblivion, as some prognosticators claim? Woodward outlines the technological forces that have coalesced to "threaten" the future of libraries, including financial constraints, digital books, e-book-publisher approaches to libraries, outsourcing, downsizing library space, and librarians' reaction to perceived threats. The author offers "Survival Strategies" for academic, public, and school libraries. As the title suggests, many forces beyond librarians' control have already transformed the library. Evolution occurs in a changing environment (i.e., today's libraries) if an organism (i.e., a library) is able to adapt. Librarians

and libraries have it in their DNA not only to survive and avoid extinction but also to thrive, says Woodward. In addition to endnotes, each chapter has references for further reading.

University of California Libraries Next-Generation Technical Services Power of Three (POT) Group 2. (2012). **Defining “shelf-ready.”** Retrieved from <http://ucngts.tumblr.com/post/11672249038/defining-shelf-ready>

POT Group 2 was charged with defining and implementing a UC consortial shelf-ready program. To establish a common vocabulary and understanding of terms and definitions, POT 2 created the above cited glossary. It includes such terms as Levels of Shelf-Ready, Shelf-Ready Failure, Vendors, etc.

Ballestro, J. (2012). **Losing your control: Acquisitions and outsourcing.** *Technical Services Quarterly*, 29(2), 113-121.

Faced with a flat budget over the past five years, the acquisitions unit at Southern Illinois University's Morris Library has sought alternative schemas to save staff time and money. One decision was to begin a trial run of outsourcing the monographic processing procedures. During this five-month trial, acquisitions staff tracked the number of books funneled into the process, vendor error rate, cost, and the workflow changes regulated by the process. From this tracking, we hoped to determine and evaluate the tradeoffs between the money and staff time saved and the costs/benefits gleaned from outsourcing the pre-processing of our monographs.

Primary Research Group. (2012). *Survey of library experiences with shelf-ready vendor services.* New York: Primary Research.

This 87-page report presents data from nearly sixty public and academic libraries, with results broken out by size, type of library, and other variables. The report looks at library spending on shelf-ready services, what kinds of materials receive shelf-ready services, what types of shelf-ready services libraries are using, and how happy they are with them, among other issues.

Shippy, S., & Krug, E. (2012). **Transforming technical services: Are you ready to go "shelf-ready?"** *Tennessee Libraries*, 62(2), 24. Retrieved from <http://www.tnla.org/?484>

The article presents two cases: Sarah Shippy, who discusses shelf-ready acquisitions (SRA) at a community college library; and Emily Krug, who discusses SRA at a public library to illustrate the potential application. It states that SRA is a way of streamlining the cataloging and physical processing of items for one's collection. Case one, involving Cleveland State Community College Library, is discussed, and case two, concerning Johnson City Public Library, is mentioned.

Schroeder, R., & Howland, J. L. (2011). **Shelf-ready: A cost-benefit analysis.** *Library Collections, Acquisitions, and Technical Services*. 35(4), 129-134.

Brigham Young University's Harold B. Lee Library conducted a time-task cost study to compare the cost and processing time of shelf-ready books to non-shelf-ready books to determine if it could better use its human resources and if it should expand the use of shelf-ready to include its approval books. The results

showed that shelf-ready was, on average, 5.7% cheaper, took 47% less processing time, and arrived on the shelves 33% sooner than books processed in-house. Based on the results of the study, the library moved its approval books to the shelf-ready program and was able to reallocate catalogers' tasks.

Jay, M., Simpson, B., & Smith, D. (March 2009). **CatQC and shelf-ready material: Speeding collections to users while preserving data quality.** *Information Technology & Libraries*, 28(1), 41-48.

Libraries contract with vendors to provide shelf-ready material, but is the material really shelf-ready? It arrives with all the physical processing needed for immediate shelving, then lingers in back offices while staff conduct item-by-item checks against the catalog. CatQC, a console application for Microsoft Windows developed at the University of Florida, builds on OCLC services to get material to the shelves and into the hands of users without delay and without sacrificing data quality. Using standard C programming, CatQC identifies problems in MARC record files, often applying complex conditionals, and generates easy-to-use reports that do not require manual item review. [Abstract from author]
[PDF Full Text](#) (223KB)

Walker, M., & Kulczak, D. (2007). **Shelf-ready books using Prompt-Cat and YPB: Issues to consider (an analysis of errors at the University of Arkansas).** *Library Collections, Acquisitions, & Technical Services*, 31(2), 61-84.

In 2005/2006, the authors evaluated cataloging and physical processing supplied through the University of Arkansas Libraries' shelf-ready contract with YBP Library Services and PromptCat. The authors examined 298 titles from three samples, with emphasis placed on series headings. Results showed that while 99.33% of titles received records and 99.66% of records received correctly matched their corresponding books, 27.05% of records exhibited errors affecting catalog access, and records for 38.59% of titles needed modification. Moreover, 32.11% of series headings required further attention to comply with local authority procedures. This study should prove useful to other libraries contemplating a shelf-ready contract and the level of quality control they wish to exercise.

Lâm, V. (2005). **Quality control issues in outsourcing cataloging in United States and Canadian academic libraries.** *Cataloging & Classification Quarterly*, 40(1), 101-122.

This study was conducted to investigate the quality control (QC) issues in cataloging outsourcing programs implemented in U.S. and Canadian academic libraries. Most libraries provided the outsourcing vendors with detailed cataloging and/or processing specifications before the outsourcing programs started. They have set up QC procedures as an integral part of their outsourcing operations. In most cases, both librarian-catalogers and senior library assistants/technicians were involved in the QC programs. The error rates reported were low and the majority of bibliographic records provided by the vendors were either LC/OCLC records or records compatible with the Core-Level Standard recommended by the Cooperative Cataloging Council's Task Group on Standards. A large majority of these libraries were satisfied with the services provided by the outsourcing vendors. Based on the definition of quality of cataloging as a combination of accuracy, consistency, adequacy of access points, and timeliness, most libraries reported that the quality of their library's cataloging was not affected by the outsourcing programs.

Sweetland, J. H. (2001). **Outsourcing library technical services: What we think we know, and don't know.** *The Bottom Line: Managing Library Finances*, 14(3), 164-176.

While a considerable amount has been spoken and written about the subject of outsourcing, or contracting out, of technical services in libraries, there is little consensus on even the definition of the phenomenon, or its history. The available research shows that arguments in favor of outsourcing are based on supposed cost and time savings, while opposition tends to emphasize quality issues. Evidence as to whether outsourcing in general in fact saves money or time tends to be spotty, while there is some data supporting concerns about a decline of quality in many outsourcing projects.

Joy, A. H., & Lugg, R. (1998). **The books are shelf-ready; are you?** *Library Acquisitions: Practice & Theory*, 22(1), 71-89.

Over the past two years, shelf-ready services, the outsourcing of cataloging and processing services, has become the hot topic in the library world. This article examines the implications of shelf-ready service, both operationally and organizationally, for both library and vendor. Using the format of a dialog between librarian and vendor, the article discusses the following questions: Why are you interested in contracting for (or providing) these services? What do you hope to gain? What are the stumbling blocks to implementing a shelf-ready program? What is the impact on workflow and staffing in your organization? How many and what kinds of jobs are affected? How do library/vendor responsibilities change when shelf-ready procedures are applied to an approval plan ... to firm orders ... to standing orders? How can quality control be assured? Which errors really matter? Are the same standards applied to vendor staff as to in-house staff? How are standards affected by shelf-ready? How do both library and vendor know when they're "ready for shelf-ready" in a given situation?