



CARLI

2017

Committee Reports & Projects

CONSORTIUM OF ACADEMIC AND RESEARCH LIBRARIES IN ILLINOIS

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**2016 – 2017 CARLI Collection Management Committee
Annual Report of Activities**

Members

Deborah Blecic (2015-2018), University of Illinois at Chicago, Co-Chair
Theresa Embrey (2016-2018), Pritzker Military Museum & Library
Connie James-Jenkin (2016-2019), Illinois Mathematics and Science Academy
Niamh McGuigan (2015-2018), Loyola University Chicago
Stephen McMinn (2016-2017), University of Illinois at Springfield
Michelle Oh (2017-2019), Northeastern Illinois University
Gretchen Schneider (2016-2020), Oakton Community College
Kimberly Shotick (2016-2019), Illinois Institute of Technology, Co-Chair
CARLI Staff Liaisons: Elizabeth Clarage and Jennifer Masciadrelli

Mid-year Resignations

Christophe Andersen, (2014-2016), Columbia College Chicago, Co-Chair
Jeffrey Archer (2013-2016), University of Chicago
Amelia Brunskill (2016), DePaul University
Chris Diaz (2015-2016), National-Louis University, Co-Chair
Kristina Howard (2014-2016), Prairie State College

Meetings

The committee met monthly, with 3 in-person meetings, one at Columbia College Chicago, one at Loyola University Law School, and one at the University of Illinois at Chicago. The other meetings were conducted via conference call.

Presentations

CARLI Annual Meeting, Friday, November 18, 11:00 a.m. to 12:00 p.m.: 2015-2016 Project Overview: Collaborative Collection Development, presented by Deborah Blecic, University of Illinois at Chicago.

Conference Presentation Submissions

Accepted to Great Lakes Resource Sharing Conference for presentation on June 9, 2017 by Deborah Blecic, Niamh McGuigan, Stephen McMinn, and Elizabeth Clarage: "Trying to Jump-Start Collaborative Collection Development: Finding Simple Methods for Effective Cooperation."

Accepted to ILA Annual Conference for presentation in October 2017: "Collaborative Collection Development: Growing Collections in Times of Austerity."

Sponsored Events

Spring Forum: Collections Data Analysis and Maintenance

The Collection Management and Technical Services Committees sponsored a joint forum on Collections Data Analysis and Maintenance on Friday April 28, 2017, from 9:30am-3:30pm at Governors State University, University Park, IL. There were 92 registrants. Agenda and presentations available on the CARLI website: https://www.carli.illinois.edu/products-services/i-share/cat/collections_data_analysis_and_maintenance

Accomplishments

- Reviewed and updated the CARLI Scholarly Communications website in fall, 2016 and spring, 2017.
- Created a survey for gathering information regarding interest in consortial eBook options.
- Planned and facilitated conference calls for individual Collaborative Collection Development projects including: One-Time Purchases, Nursing, Education, and Literature.
- Coordinated collaborative collection development across a subset of CARLI membership in the areas of: One-Time Purchases, Nursing, Education, and Literature.
- Coordinated successful proposal submissions about collaborative collection development to two conferences.

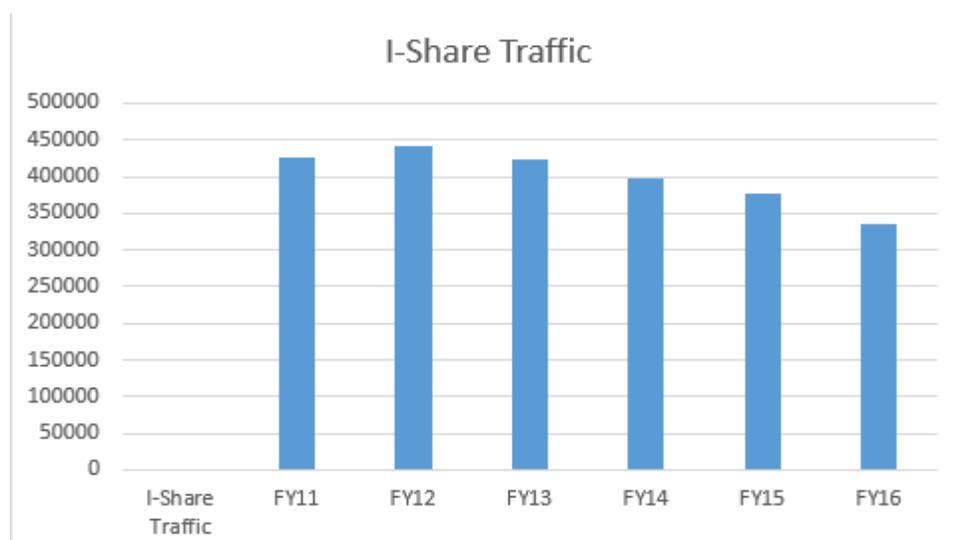
**2016 – 2017 CARLI Collection Management Committee Annual Project:
Collaborative Collection Development: A Case Study with
Emerging Best Practices**

Table of Contents:

- Introduction
- Literature Review on Collaborative Collection Development
- Methods for Recruiting Participants
- Project Planning and Implementation Strategies
- Challenges
- Assessment
- Future Planning

Introduction

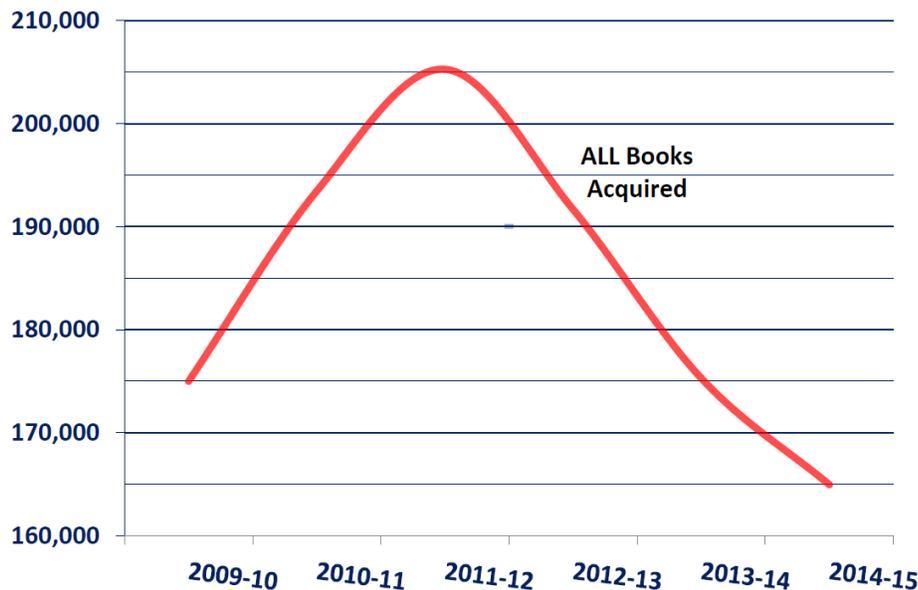
CARLI members build rich collections with a variety of foci depending on the institution. I-Share direct patron borrowing and interlibrary loan allow the easy sharing of those print books among members. However, in recent years, there is evidence that print book collections are not as robust as they were five years ago, most likely due to reduced budgets, an increasing variety of databases available for purchase, and the relentless pace of library materials inflation, though there are CARLI libraries who have not experienced budget cuts or reduced book buying. Overall, within I-Share libraries, lending statistics have declined from FY12, with 441,841 borrowed items, to 335,267 items in FY16.



This is likely due to various factors:

- CARLI Libraries buying fewer books according to YBP: from ~ 205,000 in fy12 to ~165,000 in fy15. Michael Zeoli of YBP shared the following slide at the CARLI e-book symposium on May 7th, 2015.

TOTAL UNITS ACQUIRED



- Libraries are buying more e-books that are not lend-able, rather than print books that can be loaned.
- Due to budget constraints, libraries may not be purchasing as diverse a collection beyond core titles as they have in the past. This has decreased the amount of unique titles that are loan-able in the shared catalog. While not a perfect measure, I-Share statistics suggest this trend. In FY11, 220,080 unique print records were added to the I-Share catalog, and by FY16 that number dropped to 180,617.

Open access monographs have also increased in recent years, but the cataloging of them may be sporadic, resulting in lost opportunities for access among CARLI members. The CARLI Collection Management Committee also hopes to investigate opportunities for increasing access to OA monographs for all via I-Share.

Literature Review on Collaborative Collection Development

Libraries have traditionally cooperated in order to increase access to materials owned at other institutions. These methods of cooperation have developed as an attempt to help libraries survive and cope with rising costs and falling budgets. A book titled *Collaborative Collection Development: A Practical Guide for Your Library* which discusses many of the benefits of such cooperative projects:

- Access to a richer collection
- Increased value for money spent
- Reduced duplication
- Fostering a culture of cooperation that can expand to other library services

Despite these positive benefits, the authors acknowledge that there are drawbacks and roadblocks to collaborative collection development projects, including:

- Sacrificing autonomy
- Aversion to risk
- Organizational complexities

- Minimal financial gain (Fong 20)

A further review of the professional library literature indicates that the majority of cooperative collection development projects have focused on interlibrary loan, journal database subscriptions, and other electronic resources, “in contrast, cooperating in developing print collections is... a challenge, and there are few successful models out there (Fong 21).”

However, there are examples of successful or promising collaboration projects. The libraries at the University of California schools undertook a plan to “develop a shared collection of highly redundant, low use print holdings that do not have distinct equivalents.” (Lawrence 121) Through this and other collaborative projects the UC Libraries have “moved from nine collection silos, loosely linked by a thin thread of interlibrary lending, to a combined collection of 33 million volumes that is equally accessible to users at any UC campus (Lawrence 122).”

Another example of a successful collaborative collection development project happens at the Orbis Cascade Alliance (OCA). OCA is a consortium of over 35 libraries in Washington and Oregon. Libraries in OCA, while building local collections, may skip some purchases if the title is owned at many member libraries and selectors may instead opt for a unique title purchase. The consortium’s executive director, John Helmer, says this “allows participant libraries to use collection funding in a more efficient way. The huge benefit is the increase in access to materials an institution can have at its fingertips (Wills).” Helmer also says that those in the consortium agree to continue building their core collection to support their academic missions and use the consortium to add depth.

Consortial access and cooperation is also beginning to be a way that libraries are being evaluated. With the explosion in the amount of resources available it is not possible for one library to collect everything. The Association of College and Research Libraries no longer issues collection size guidelines or benchmarks. It is increasingly being acknowledged that as libraries we are increasingly dependent upon access to materials as opposed to ownership of materials (Allen 86).

Even though collaborative collection projects can be time consuming and filled with challenges, one author notes that "working together and reaching out to appropriate and willing partners not only strengthens us, but gives us a competitive advantage (Allen 90)."

Upon preparation for starting this project, various books and articles were reviewed and used to develop an outline of things to consider for each group. This outline and bibliography are appended at the end of the document.

Methods for Recruiting Participants

1. CARLI Survey

The CMC conducted a survey of CARLI members in December 2015 to gauge interest in collaborative collection development and to learn about potential obstacles and limitations. Eighty-seven librarians responded from 51 CARLI member libraries. Of those 51 libraries, eleven that were very or highly interested in collaborative collection development were able to commit both time and money to a pilot project. Respondents had been asked to indicate which subject area they were interested in pursuing for a pilot project, and if they were interested in collaboration for print or e-books. Based on the results of a subject area analysis of the survey, the Collection Management Committee identified four key subject areas for collaborative collection development:

- Education
- Literature
- Nursing
- Business

However, the Collection Management Committee did not want to leave out anyone who was interested in collaborating either. The survey also revealed that there was interest in both print and e-book collaboration, so two options were developed that did not involve working with a subject group: One time purchase of print books, and purchasing e-books for the consortium using CARLI's existing EBL non-linear lending contract.

Librarians who indicated interest in one of the four key-subject areas were contacted about participation in a subject group. All CARLI members were invited to participate in the one-time purchase option or the e-book option via CARLI newsletters.

2. Designate Leaders for subject or format-based groups:

One-time purchase (Kimberly Shotick and Deb Blecic), Literature (Niamh McGuigan and Gretchen Schneider), Nursing (Deb Blecic), E-books (Deb Blecic and Elizabeth Clarage), Education (Kimberly Shotick), Business (Connie James-Jenkins). The committee lost five members in AY17, and so many members volunteered to talk on additional subject areas or step into a continuing project.

3. Communication via events, conferences, and lusters/newsletters to recruit participants

Initial planning meetings via phone conferencing were scheduled with the relevant survey participants, and were advertised to the CARLI community via the CARLI newsletter. Participants were also recruited at the CARLI Annual Meeting. Talking points for recruitment included the following:

- I-Share and ILL are beloved by Faculty, so as librarians we need to think about how to maximize the number of titles available for borrowing.
- Restricted budgets increase the need for more availability of consortium-wide titles and openness for new ways to obtain access to resources.

4. Project Implementation Strategies

- Host conference calls with interested parties
- Setting collection scope/parameters
- Use Google Docs as a collaborative space

One-time purchase group:

This group had its first conference call on October 19, 2016. The focus of the project is to purchase print books that are not held by CARLI and/or I-Share Libraries at least six months after the publication date. It is assumed that after six months the any purchases made when the book was initially published will have been added to OCLC and I-Share. As of April 2017 eleven librarians from four libraries have made pledges to purchase unique print materials and have ordered at least one print book. Seven of the participating librarians are from the University of Illinois at Chicago, where it is known that the Dean provided additional money to support this project.

As of May 2017, 164 books had been purchased under the pilot program. At UIC, waiting for six months to see if another I-Share library purchased the item was not emphasized enough, so some of the purchases were for materials were duplicated in I-Share at the time of purchase or were subsequently purchased by

another I-Share library. If this continues beyond the pilot stage, it was learned that the six month waiting period needs to be emphasized.

The list of titles purchased can be found at

https://docs.google.com/spreadsheets/d/1CaHUv11HKJ9OYuFyf6eegNIqRmYuUirl9ge_Rv9FGM/edit#gid=0. It should be noted that the focus of this project is not to have participants purchase titles of low value. Rather, it is assumed that due to budget pressures, there are titles that libraries want but are not purchasing. Those are the titles participants are encouraged to buy one copy of for the good of the CARLI consortium.

Literature Group:

A conference call for collaborative collections related to literature was held in February 2017, and attended by 8 librarians from 7 CARLI libraries. Following a discussion of different models for collaborative collecting, the group decided to focus on two methods: one-time purchase commitments for individual print titles and a shared list of open access monographs that can be cataloged and made available in the ISHARE catalog. Interestingly, there were several libraries in this group that do not make ebooks available to their users or were otherwise not interested in collecting ebooks of any kind.

The group met again in May of 2017 to establish subject areas for the one-time purchase commitments, and to approve basic criteria for evaluating open access monographs before adding them to a list of titles to add to the ISHARE catalog. The group records purchase commitments and open access titles on a shared Google spreadsheet:

https://docs.google.com/spreadsheets/d/1wlTCphKbPcxxaxT5cXaNWcdzw2_FI_7ycSTJsvqYOXM/edit#gid=0

Education Group:

The group held a conference call with interested CARLI members by the previous chair of the Collection Management Committee. During the call the group decided to focus on print K-12 textbooks. The group gathered textbook adoption information and then coordinated purchases among interested library participants. To gather textbook adoption information, the chair interviewed National Lewis University's education faculty as well as curriculum coordinators at nearby school districts in order to identify titles, publishers, and series that were being used in CPS and surrounding areas classrooms. A title list was generated and titles not held by CARLI libraries were added to a Google spreadsheet with series and pricing information. Participating libraries simply signed up to purchase individual sets/series by adding their name to the spreadsheet. Also, participating libraries were asked to allow circulation of the items via I-Share, as some institutions did not circulate their curriculum collections. Nine total sets were identified for purchase by six different CARLI member institutions. A project summary can be found here:

<https://docs.google.com/spreadsheets/d/1myv9722Qj7YDXyBZAQxq1wywwtbTSjdyPagCvjo45w8/edit#gid=0> .

Nursing Group:

The nursing group got off to a slow start as the principal organizer left the committee. A conference call was held on Feb 21 with librarians from eight CARLI Libraries. There was not a strong consensus on how to proceed, so two options were made available to participants. The first was to choose e-books to purchase from a list provided by EBL that were covered by the existing CARLI license. One library submitted e-book purchases to CARLI as of May 2017. A second library indicated that an e-book purchase was forthcoming, but then changed its mind, perhaps due to budget pressures. The second option was to purchase unique print books. As of April 2017 nobody had made a pledge yet on the google spreadsheet.

Three librarians talked further at the CARLI Forum on April 28th about ways to further collaboration in FY18. All had completed their ordering for FY17 at this point. More e-book publishers were desired, especially Springer (not to be confused with Springer Verilog). For print books, pledging to collect for special populations was seen as a promising route, such as pediatric cancer nursing.

The project site is here, but is not yet populated: https://groups.google.com/forum/?hl=en#!topic/carli-collaborative-collections/4JPfiT_poBY .

Business Group:

Members of this committee surveyed CARLI member libraries on interest levels of participating in a collaborative collection development project. Ten libraries responded with an interest in participating in a business collaborative collection project.

Each of these ten libraries was investigated to determine who the selector of business resources was. In October 2016, a survey was sent to these ten business librarians. The purpose of the survey was to determine if there was still an interest by the librarian or institution to participate in the project.

Three librarians responded to the survey. Two were still interested, one dropped out. A follow-up email was sent to the two remaining librarians to set a time for a face-to-face meeting or a conference call. A few preliminary questions about how they might want to develop the project were included.

Unfortunately, only one librarian responded. Multiple emails to the other librarian were unreturned. After approximately a month, a final email was sent to both librarians referring them to the one-time purchase group if they still had an interest in collaborative collection development.

Challenges

When taking on a collaborative project involving various stakeholders, there are several challenges that may arise. Some of these challenges can be anticipated and planned for, others may come as a surprise and require creative problem solving.

One challenge that threatens any collaborative group project is changes in the group makeup throughout the life of the project. During our pilot project we had many changes to our committee membership due to five committee members moving on to jobs outside of CARLI member libraries. Not only did this alter the leadership and makeup of the Collection Management Committee, but it also mean that the leaders of the individual commitment groups changed. This caused confusion for group members as their point of contact changed. For example, the CMC member who led the Education group left the committee midway through the project, and the member who took it over had a job change that altered her contact information shortly after taking over the Education group. This left group members with email threads from three separate accounts, with only one being accurate.

Despite the confusion, the project moved forward successfully because of good communication. As members left the committee they passed their work onto another member. In the case of the Education group, the founding leader had well-documented his work and progress, and so the transition to another member was less problematic. The lesson to be learned is that members should 1) document and share their work with other group members, and 2) communicate frequently and clearly with their project groups. While changes in leadership may create dead-end email threads, frequent communication from the project leaders can help move those old threads down a crowded email box. Also, the use of a static place for communication, such as a Google Group, should be explored.

A second challenge is one that is likely a common one: getting people involved despite time and financial constraints. Frequently, as budgets go down, so too does staffing. Many libraries in the consortium are not only facing budget cuts but staffing reductions, as empty positions get cut or go unfilled. This is

particularly true during a time when the lack of funding for public education due to a budget stalemate in Illinois has effected many CARLI member: from state universities directly reliant on state funding to private institutions impacted by the lack of MAP grant funding. Although this project seeks to solve some of the issues created by tightened budgets and reduced staff, it does require time and money.

The CMC found two solutions to the time and money constraints. First of all, by making participation in the project as simple as possible we save members time. In some cases it might be appropriate to select a list of resources to have group members choose from. While this creates more work for the leader curating the list, the amount of work on the participants end is greatly minimized. One good example of this was with the Education group. The group's original leader first researched what curriculum materials were being used in Chicago Public Schools (CPS) and then compared those with what were available via CARLI libraries. The resulting list contained: set titles that were both used by CPS and were not held by CARLI members, pricing and publisher information, and space for interested CARLI members to pledge to buy the set. In this case, the time commitment to participate was completely absorbed by the group's leader, creating greater participation by CARLI members. However, for Nursing, the list of e-books for purchase was posted by the group's leader, but resulted in little uptake for the project.

Assessment

Although our project has not had a full year's cycle, and would be difficult to assess at this point, it is important to plan for assessment. There are many ways a collaborative collection development project can be assessed. These methods can generally be broken up into two categories: quantitative and qualitative. Some methods require data collection during the project timeline, while others require time. Each method may be better suited to the particulars of the individual project and may carry its own set of limitations.

Quantitative measures include: local circulation statistics, ILL statistics, and item counts. Local circulation statistics depend on individual institutions to track the circulation of a particular subset of their collections in which they have participated in the project. The subset may be identified in a number of different ways: specific call number range, item format, or circulation location, just to name a few. Institutions could easily run a report that would compare the circulation numbers from that subset before purchases were made with after they've been available for some time. The obvious limitation is that this does not take into consideration the availability of additional items outside of the institution--the whole point of the project. However, if circulation in that subset increased after the addition of items, it could be used as evidence to support such projects against those that are skeptical of the usefulness of items purchased outside of what the collective membership already has access to. In other words, it would be evidence that titles purchased for the project are useful, rather than esoteric titles that would not circulate.

ILL statistics would be the ideal measure for these types of projects. Similar to the methods described above, institutions would need to identify a subset of their collection to measure. In this case, they would measure the borrowing and lending of items in that subset. One limitation of this method is variances in the way that items from other institutions are collected and accessed. If one library collected in a specific call number range for the project but another purchased based on another criteria and included items outside of that call number range, it might be difficult to track circulation without tracking it at a title-by-title basis. For that reason, groups planning on smaller collection projects would benefit from sharing the title list of items purchased for the project. Another limitation is that ILL statistics are a complicated measure since a decline in overall sharing has been noted. The purchase of the small amount of materials for these projects may have no measurable effect on sharing. Also, this measure might be most useful when pinned down to a very specific subgroup, such as a granular call number range or collection type. For example, the loaning of curriculum materials in the coming year compared to last year may be appropriate.

Initially we floated the idea of cataloging all items with a special code that could making statistics gathering easy. We did not pursue this, but it is still an idea worth considering for institutions interested in starting their own projects. However, this takes coordination with cataloging across all institutions.

Qualitative methods can be easily adapted to individual projects. One opportunity that can come from a project is collaboration with teaching faculty. Bibliographers who collaborate with teaching faculty on purchases can interview them to get some qualitative feedback about the collection and benefit of the increased breadth or depth of certain collections. The added bonus of pursuing feedback from teaching faculty is that it markets the collection and librarian's role. It may not always be possible to collaborate with teaching faculty, and institutional culture may affect the availability or willingness of teaching faculty to participate in qualitative assessment measures.

A more accessible qualitative assessment measure could be collecting feedback from project participants. Participants could easily be surveyed throughout and/or at the end of the project. We recommend at least informally assessing the project via participant feedback while it is going on so that adjustments can be made as needed. Simple check-ins via e-mail can accomplish this type of formative assessment. Other stakeholders, such as library deans, could also be surveyed in order to assess the project.

In addition to the methods described above, there are products available that institutions can use for assessment. One example is Worldshare[®] Management System's Collection Evaluation module (OCLC). Products such as Worldshare allow institutions to evaluate their own collections and compare them with peers. However, these tools are often outside of the budget of many institutions.

Future Planning

The CARLI Collaborative Collection Development projects are still in an early phase. However, as this process has the potential to be ongoing, planning for future fiscal years must start mid-process. In order to plan for the future we hope to: use feedback from current participants to fine tune our process, try to increase participation, develop guidelines for open access title selection by various subject groups, connect with the Technical Services Committee about providing guidelines for cataloging open access titles to make them available for the CARLI consortium at large, fine tune assessment plans, ask the consortium at large to consider purchasing titles from subject lists (consider asking them to purchase 3 titles), and research the possibility of a collaborative exhibit and/or a roving collection to share.

Appendices

1) Collaborative Collection Development Planning Outline

Set Up

- Mission Statement
- Goals
- Objectives

Leadership

- Who should be in charge?

Time/Money Commitment

- Who promises funds?
- Who promises time? What will they commit to do?

Collection Analysis

- What statistics should we track?

Examples:

- Compare/contrast local and consortium holdings
- Count items purchased
- Circulation stats
- User survey
- Poll faculty in subject area
- Should the group do a weeding project first to prepare the collection?

Collection Choices

- What material type?
- What difficulty level?
- What language?

Decision Tools

- Publishers to use
- Reviews to use
- Other tools?

Cataloging requirements

- How long a turnaround from receiving item to available for ILL?

Statistics

- What results do we wish to track?

Public Relations

- Who do we notify of our efforts?

2) Bibliography of resources used to develop outline:

- Allen, Barbara McFadden. "Consortia and collections: achieving a balance between local action and collaborative interest." *Journal of Library Administration* 28.4 (2000): 85-90.
- Burgett, James, John Haar, and Linda L. Phillips. *Collaborative Collection Development: A Practical Guide for Your Library*. Chicago: American Library Association, 2004.
- Collection Management Committee. "2015–2016 Collection Management Committee Annual Project: Collaborative Collection Development." *Reports & Meeting Minutes*. CARLI, June 2016.
- Demas, Sam. "Shared Print MOUs: Thoughts on Future Coordination." *Against the Grain*. 24.3 (2014).
- Demas, Samuel & Mary E Miller. "Rethinking Collection Management Plans: Shaping Collective Collections for the 21st Century." *Collection Management*, 37.3-4 (2012): 168-187.
- Fong, Yem S., et al. "The alliance shared purchase plan: a new experiment in collaborative collection development." *Technical Services Quarterly* 27.1 (2009): 17-38.
- Harloe, Bart, Ed. *Guide to Cooperative Collection Development*. Chicago: American Library Association, 1994.
- Lawrence, Gary S. "Radical change by traditional means: deep resource sharing by the University of California libraries." *Serials* 17.2 (2004).
- Wills, Eric. "Book by Book, College Libraries Pool Their Collected Wisdom." *Chronicle of Higher Education* 52.21 (2006).

**2016–2017 CARLI Commercial Products Committee:
Annual Report of Activities**

Members

Chad Buckley, Illinois State University, Chair
Xiaotian Chen, Bradley University
Denise Cote, College of DuPage
Lynnette Fields, Southern Illinois University Edwardsville
Ann Johnston, Olivet Nazarene University
Hilary Meyer, Triton College
Jim Millhorn, Northern Illinois University
Heather Parisi, Dominican University
Lesley Wolfgang, St. John's College of Nursing
CARLI Staff Liaisons: Mary Burkee and Cindy Clennon

Highlights of Activity

Electronic Resource Proposal Evaluations

The CPC received ten proposals in FY17. Of those proposals, six were rejected, one was withdrawn by the vendor and three are still under discussion. FY17 has been another challenging year for proposal review as libraries have continued to struggle with budgetary issues. These issues impacted the review of potential new products as the likelihood of libraries adding products was an important consideration of even potentially interesting products.

The decline in proposals is also related to the maturation of the marketplace, which has resulted in many of the major products available have been offered to the libraries already and vendors are less motivated to make discounted offers to remaining libraries. To address this in the future the committee may need to devote more energy to emerging products, which could include reaching out to vendors about possible consortial offerings.

Updating of the Web Form for Proposal Submission

The current procurement climate seriously impacts our ability to negotiate new agreements for non-sole source products as this would require an RFP, which is a very time and labor-intensive process. As a direct result the online submission form for proposals needed updating to limit proposal submissions to sole source products only. The committee members reviewed and advised on the new language for the proposal form, which has been updated and is available on the CARLI web site at <https://www.carli.illinois.edu/products-services/eres/propose>.

Annual Project

With its beginnings in discussions on conference calls about the necessity for making budget cuts, the Commercial Products embarked on an ambitious process of codifying how each member library has approach these collection decisions. Of the nine libraries represented on the committee eight have undertaken significant collection budget cutting exercises and these approaches are documented in the report. These reports were anonymized in hopes that this could serve as a blueprint or provide best practices for other libraries considering collection budget cuts.

CARLI Selection System

Following the full deployment of the new selection system the Commercial Products Committee continued to provide input and suggestions for modifications to the system. This library perspective on

the use and design of the system has been valuable to the on-going work of CARLI staff on system modifications.

Usage Statistics Webinar

Continuing the efforts started in FY15, Gale presented a webinar on their usage statistics module on September 29, 2016. The slides and presentation are archived along with other presentation materials on the Usage Statistics for Electronic Resources page on the CARLI web site.

Future Activities

In addition to the annual project, during the year the committee discussed:

- possible survey of members about various products (PNAS, Tableau, Simply Map, Kanopy)
- possible consideration of software as a service, one such product is LibGuides
- additional usage statistics webinars – possibly focusing on library presentations about tools they are using and how the statistics are utilized

***2016–2017 CARLI Commercial Products Committee Annual Project:
A Review of Journal Cancellation Approaches and Practices***

Members

Chad Buckley, Illinois State University (Chair)
Xiaotian Chen, Bradley University
Denise Cote, College of DuPage
Lynnette Fields, Southern Illinois University Edwardsville
Ann Johnston, Olivet Nazarene University
Hilary Meyer, Triton College
Jim Millhorn, Northern Illinois University
Heather Parisi, Dominican University
Lesley Wolfgang, Saint John's College of Nursing
CARLI Staff Liaisons: Mary Burkee, Cindy Clennon

Introduction

The committee members of the Commercial Products Committee decided that as an annual project a review of journal cancellation approaches and practices would be beneficial to other CARLI libraries faced with the need to address budget issues. This is an all-too-common problem facing libraries of all types and sizes. Committee members summarized their libraries' experiences with having to cancel journals or other resources. The responses were summarized in order to suggest best practices for handling this issue and the individual responses were then anonymized and provided as case studies for those wishing for greater detail. A bibliography of selected resources is also included.

Summary of Member Libraries' Approaches to Serials Cancellations

Reasons for recent serials cancellations at CARLI libraries

- Inflation - account for annual increases
- Budget issues – flat/stagnant budget or actual rescissions
- Protect or restore eroding monographs budget

General principles/considerations for serials cancellations

- Control spending
- Closely look at Big Deals, commercial publisher packages are generally not sustainable
- Collaboration
- Educate faculty about serials inflation, journal costs, and library budget realities
- Make the deepest cuts with the least harm
- Cost effectiveness should be a major factor
- Use data-driven/data-informed decision making - assess usage stats, cost per use figures, and circulation trends
- Make sure data is reliable
- Collect new data when needed to inform decisions
- Protect important programs' resources (use patterns, accreditation requirements, etc.); consider the size of programs; consult with programs or specific faculty as needed
- Look for less expensive alternatives to "core" long-held resources - use trials to assess alternatives; be willing to cancel "core" titles which are not being used. Start by not considering anything "core."
- Market/publicize lesser used resources for a year, then reexamine usage before deciding to cancel

- Ensure that all students have their needs met. Support needs of all users/programs; primarily support needs of the most students
- Examine programs/budget lines which have been on autopilot for some time
- Adapt to new teaching methods (e.g. shift to online resources)
- Reconsider how budgets are allocated. Split some funds to make them more accountable. Consider a zero-based budgeting approach - start from scratch. "Would we subscribe to this resource if we didn't already have it?"
- Look for trends over time with data, e.g. decreasing use of a resource over several years

Approaches for identifying cancellations/cuts

- The library identifies potential cancellations and does not consult with campus except to essentially inform them of decisions that have been made
- Library adheres to strict cancellation criteria with little to no faculty feedback
- Allow campus departments/faculty to identify potential cancellations and/or essential journals/databases
- Poll campus faculty about serials/databases
- Allow campus faculty to provide feedback/approval of cancellations identified by the library
- Follow up on canceled titles – analyze subsequent ILL and Get It Now usage to make sure restoring subscription is not more cost effective
- Assess campus faculty satisfaction with ILL/Get It Now access
- Look for overlap/duplication - for both journals and databases. Cancel print that is duplicated online (via actual subscriptions or within aggregator databases)
- Tie identification of cancellations into weeding schedule for various subjects
- Publicize library resources in order to increase usage
- Swap underused resources for more desirable ones
- Review/rewrite collection development plan/policy
- Switch from hardcover books to paperbacks
- Cancel microforms if not used

Important components of budget cuts/cancellations

- Set a target cancellation/cut amount – overall and/or by department
- Set Criteria for titles to be canceled - identify low use titles; look at usage by year of publication if needed
- Examples: 6 or fewer downloads per year; 50 or fewer uses per year
- Example: Cost per use below Get It Now/ILL threshold (\$25-50 per use; up to \$75; one library used a cutoff point as low as \$1 per use)
- Use COUNTER download reports (Journal Report 1 – JR1; or DB1)
- Average use figures over three years to account for variations in use among years

Alternatives to outright cancellation of serials

- Substitute document delivery via Get It Now or another document delivery service (unmediated or mediated)
- Substitute access via ILLiad/interlibrary loan
- Cut the book budget instead
- Publicize on the library web page Open Access articles available via Google Scholar

Individual Library Case Study Narratives (Anonymized)

Library #1

The library has had two major serials cancellations, in 2012 and 2013 respectively, due to inflation and flat budget. In each one, there was a quote/task (a dollar amount) each academic department must meet,

in order for the library to meet the goal in total. The library generated a recommended list, with 6 per year COUNTER JR1 usage as a threshold for most journals. Any journal with 6 or fewer article views/downloads was on the list. If that could not meet the dollar amount goal, more journals (with more than 6 uses/year) were brought in. Some departments agreed to cut their book allotment a bit in cases where there were no more journals to cut. This of course does not include journals in big deal packages such as Sage and Wiley packages. There is nothing we can do to unused or little used journals in packages. The lists were sent to academic departments for their approval. It went well overall.

During the same time, CCC (Copyright Clearance Center) and Ex Libris started the Get It Now service. The library turned on all publishers and all their journals via SFX, initially with the unmediated option, to make up for the loss of cancellations. But as Get It Now adds more publishers and became more and more popular, the spending became somewhat out of control. To control spending, most Get It Now journals were then moved to mediated service on ILLiad, and only selected journals stayed on the unmediated option.

Because the average cost per article on Get It Now is about \$25, \$25 per view/download was also used later as a threshold to cancel and add journals. For example, the library has added new subscriptions after finding out that it is less expensive to have a certain journal on subscription than on Get It Now, and has cancelled a few titles where the cost was far more expensive to subscribe than to access via Get It Now.

At the same time, the library noticed that about 50% of articles are some kind of Open Access (OA) articles in one way or another, and that Google Scholar (GS) does the best job indicating OA status. Therefore, the library had a campaign promoting GS. GS search box has been on the library home page ever since WebFeat was discontinued. To further promote GS, the library added a GS search link on SFX menu, printed out flyers on GS, and promoted its awareness in campus communication messages.

Library #2

This is a sad and complicated story. The university has suffered a series of serial cancellations for more than two decades. The trigger for virtually each of these projects were serial inflation rates depleting the monographs line—and later the databases line. In order to shore up the latter, one axed titles from the former. Originally, the scenario was to set a target figure--a sustainable monographs line—and then divvy up the pie on a department by department basis. Each department in turn would have to submit a list of serial titles that met the designated target. This was a messy way of doing things that raised a good deal of rancor--especially among faculty. But the virtue of the procedure was that it was more-or-less democratic and collaborative. As the budget noose tightened this kind of freewheeling cancellation procedure became increasingly unwieldy.

In 2003, the university entered into a license agreement with Elsevier. We had just installed SFX and were desperate to bring Elsevier into the electronic fold. The license was complex but did not expressly place a cap on cancellations, that is, until we undertook a cancellation project in 2005. The response of Elsevier management was that the university was free to cut as much as they pleased. However, the cost would be a new license which would add 25% per title as a content fee. There was a howl of protest on our side in which we argued that it was made clear from the outset that the university stated explicitly that cuts would be forthcoming--without indicating precisely when the cuts would kick-in—and that throughout the negotiation there was never a word about a content fee. Eventually, we won the argument--at least, partially so--when Elsevier management admitted that the initial license was over-sold. At the same time, it was made clear that the 25% penalty would definitely be in play if the university targeted Elsevier titles going forward.

By 2009 it was eminently clear that Elsevier was absorbing a disproportionate share of the university's materials budget—some \$660k from a \$4.1 million dollar budget. Traditional collaborative methods of cancellation were not going to work here. Elsevier titles were concentrated in STM fields and the focus

had to be less on the discipline affected as opposed to making the deepest cut with the least harm. Here is where the COUNTER reports enter in—specifically Journal Report 1 (jr1). The latter may not be perfect but I would say that we had substantial evidence of what titles were receiving the highest and lowest use. We were also intensely aware that the cuts would have to be extraordinarily deep in order to cover the 25% surcharge. In order to gain any kind of wiggle-room we determined that about 2/3rds of the monies currently placed with Elsevier would have to be removed. When we analyzed the numbers it was determined a title could survive the cut if it cost \$30 or less per use. As it turned out \$30 was approximately the same amount as an ILL transaction on the open market. We consulted with faculty but were firm in upholding the rationale on how specific journals were chosen for deselection.

None of this could have been accomplished without reliable data deriving from COUNTER reports. We were confronted with a similar situation with Wiley/Blackwell and Springer in 2011. Like many of you, the university had a series of agreements with both publishers culminating in a full Big Deal package brokered by CARLI. As the materials budget continued to hemorrhage, it was clear the Big Deal packages were unsustainable. Again, we compiled a series of COUNTER reports and examined cost per use with a \$30 cut off figure. At the same time, we confronted a situation that disallowed department-by-department consideration. The interesting upshot of this exercise—this is a different topic altogether—is that a number of former core titles did not make the grade whereas a number of outliers—let’s say Big Deal residues—were maintained. In any case, at this point we had gone a long way down the road of severing the last connection between subscriptions and departmental derived serial attribution. Finally, the university implemented a new—and massive—serials cut last spring. Not only were we now confronted with unsustainable serial inflation rates but placed in the position of having to reduce the serials budget in absolute terms.

The following spiel was delivered to a meeting of faculty liaisons last April. The document attempts to spell-out the logic and contours of the serials cut:

The library materials budget has reached a grim impasse. As we know, each academic unit over the last decade was hit with rescissions and demands to reduce expenditures. Throughout this entire belt-tightening process library administration labored to protect the library materials budget. This has been a major uphill battle in that the materials budget has witnessed only one significant increase to its base—\$300,000—in the last fifteen years. Despite the many challenges there have been expansive areas of growth within the library over the same period. First and foremost, there was the wholesale conversion of serials and databases to electronic access. Accompanying this move was the upsurge of aggregated database providers such as EBSCO, JSTOR, PsycArticles, Lippincott nursing journals, IEEE engineering titles, and many more highly used and reliable platforms. At the same time, there has been a steady erosion of the resources devoted to books and monographs.

The system has leaked oil for years but became completely derailed this fall when the library was delivered a fiat to reduce expenditures to the tune of 11%. Already reduced to a skeletal budget there was no safe harbor for materials, and therefore an immediate reduction of \$339,621 was imposed. Seeing that we were well into the 2016 fiscal year when the demand was posted there was insufficient time to marshal forces so as to carry out a serials cancellation project. Moreover, by the fall a significant number of items had already renewed. As a consequence, there was no choice but to lift the funds from the monograph side of the ledger. The ensuing disaster was unprecedented. Book purchases came to a dead halt in mid-December. This year only 3,500 monographs were added to the collection. Let’s put this number in perspective—at its height the university acquired 30,000 titles in the course of fiscal 2001. Last year—fiscal 2015—which was an all-time low—the university purchased approximately 9,000 titles. Further complicating this indigent situation is that the administration ordered a further reduction to the base library budget for fiscal 2017. This reduction to the materials line translates to an additional loss of \$409,211. It

is impossible to steal from the monographs line any further—it is already obliterated. In this circumstance, there is no choice but to severely prune the serials side of the ledger.

In the fall a serials task force was patched together to address the materials budget predicament. Although it was eminently clear that monographs had to be restored, it was not clear what would constitute an appropriate expenditure level. After considerable discussion it was agreed that at a minimum 16% of the materials budget should be devoted to monographs. (In previous and brighter days the split between serials and monographs was 70% to 30% respectively.) Assuming a materials budget base of \$3,682,904 for fiscal 2017 then it would require a figure of \$589,264 to reach the minimum 16% threshold. That sounds like a lot of cash until one takes into consideration that the library devoted more than a million per annum for monographs a short six years ago. Nonetheless, to achieve this barebones monograph threshold would spawn the most radical serials cut that this library has ever undertaken.

Across the board cuts would not allow us to arrive at the desired figure. The latter solution—that has not been pursued for many years—appears reasonable on the surface. However, what across the board cuts fail to account for are the massive discrepancies allotted from one disciplinary serials line to another. These stark inequities have a long historical tail and should have been addressed previously but were not owing to a variety of factors—first and foremost of which was institutional inertia. The topic was painful, acrimonious and best avoided. We cannot duck any longer.

When one takes a comprehensive view of serials expenditures there are certain elements of the terrain that readily command attention. For instance, it is jarring to recognize that more than 68% of the university's serials expenditures are tied to the so-called Big Five commercial publishers—Elsevier, Sage, Springer, Taylor & Francis and Wiley. The fact is that the Big Five have lorded over the universal serials market for decades. We propose to diminish the presence of the Big Five on our campus. The distinguished economist Ted Bergstrom has argued and demonstrated that serials from large commercial publishers are on average two-thirds more expensive than comparable titles published by nonprofit university and society presses. Obviously, this rank disparity places a tremendous burden on individual institutional serials lines. Moreover, these commercial titles are not only more costly but their usage is generally much lower based on a cost-per-use analysis.

Taking all these factors into account the serials task force focused on the Big Five publishers and set a cancellation threshold of \$50 per use. In other words, if it was determined that an individual article rose above the \$50 threshold then that journal was placed on the cut line. Although the \$50 threshold is a somewhat arbitrary figure, we made sure the usage figures were not derived from a single year but rather represented a three-year average based on 2013, 2014 and 2015 COUNTER usage data. The latter is drawn from a NISO standard specifically the Journal Report 1 (JR1)—number of monthly downloads during a calendar year. In any case, when we look at Taylor & Francis alone and apply the \$50 threshold then we arrive at a cancellation figure of more than \$220,000. Our estimate is that the total figure approaches \$600,000 when the criteria is applied to all the Big Five. A complicating factor is that Wiley has gone on record stipulating that they will charge an additional 25%—on top of the annual inflation rate—if the university elects to cancel more than 1% of our current subscriptions. This is a worrisome demand and certainly places a bulls-eye on Wiley titles and indeed makes them that much more vulnerable. Despite the risks involved Wiley is adamant in enforcing the surcharge.

The serials task force does not intend to restrict cancellations exclusively to the Big Five, but to merely focus on them as a launching point. Again, you have to take account of where serials are grounded. Indeed, there are other large publishers to which the university devotes significant

funds. For instance, there are prominent university presses like Oxford and Cambridge—112 and 161 subscriptions respectively. However, when one examines their usage data one notes that not only are their titles heavily used but that they are also much less expensive in the aggregate. This is not to say that there are Cambridge and Oxford titles that will rise above the \$50 threshold, but that they are few and far between compared to what we see from the Big Five. Indeed, once we distance ourselves from the Big Five the opportunity to recoup significant monies becomes dimmer and dimmer. We will of course soldier on but with the understanding that the focus must remain on the Big Five.

I want to leave you with one last thought. The serials universe is infinitely different than that of fifteen years ago when the digital revolution was first launched. Today unmediated and almost immediate access to journal literature is not restricted to individual and package subscriptions. Indeed, virtually every one of the titles that we are recommending for cancellation are available by means other than subscription. In this regard, I want to hand over the remainder of the presentation to my serials task force colleagues so that they can introduce you to the Copyright Clearance Center's remarkable platform—Get-It-Now.

Summing up:

First item on the agenda is to specify the problem and set a cancellation target--a firm dollar figure. Second, corral usage data--COUNTER JR1 reports are much preferred along with COUNTER DB1 stats. Three, develop a strategy that employs usage data so to realize the target sum. The latter will generally involve a dollar benchmark per download--say \$75 or \$50 per use. Four, consult and advise faculty on the critical need to achieve the target figure. Five, offer some means of ameliorating the damage wrought from deep cancellations whether that be implementation of Get-It-Now, promoting open access, digital repositories, etc. Six, brace for the negative fallout and hope for better days.

Library #3

The university administration asked us to cut 10% of all budgets two years in a row. For the library, those cuts straddled a retiring director/interim director transition. We took a look at every e-resource as the renewal dates approached. We pulled any stat reports available that would be useful and analyzed them. We looked at overall numbers and figured cost per article where applicable. We discussed what programs were supported by specific resources and considered the size of the program. We talked about how that program uses the library. For example: Did they have accreditation requirements that would be affected by the removal of this resource? In some cases, we actually had discussions with faculty in a particular program or with faculty who utilized a specific resource. We also looked at competitive resources. Was there another quality product at a lower cost that could replace the resource?

One of our most in depth projects was an analysis of Wiley products. We had two Wiley subscriptions. One of them was a group of individual journals that we had chosen. We pulled the statistics on those journals and analyzed each journal with significant usage stats. We found that we were paying an astronomical amount of money for journals that we already had in order to gain access to the items in the 12-18 month embargo period. We then had to decide the value of the embargo access journal by journal. For some of the journals, we went as far as pulling the statistics that sorted the usage by YOP (year of publication) to see how often the current issues were being utilized in comparison to older issues.

It's hard to put a formula in stone because it seems like there are so many factors that may change the formula. For example, nursing is our largest program and the department actually works with one of our librarians to order specific resources. Many of these resources are tied into their accreditation, although in some cases they may be too costly in a specific formula, we really cannot remove the resource. The positive side is that these close analyses are reminding us where we might have some weaknesses (like marketing a product) and motivates us to work harder at getting the resource used.

This is year two of the 10% cut and we are still adjusting. Last year the cut mandate was communicated after major renewal commitments had been made. We were to make some cuts with a little negotiating for payment extensions, and a couple of vendors even let us out of our contracts due to this issue. Due to the late request, we are still working on analyzing resources we have not closely scrutinized yet (especially if we had multiple year contracts on them). There is also the issue that we need to maintain the cost reduction even though prices continually increase. Then the university begins talk about adding new programs... It's not a situation of "Phew! We cut what we need to cut!" It's a moving target.

Library #4

Our library has had a flat materials budget for several years, and most of the money was spent on continuations. In 2015 subject librarians were tasked with cutting journals and serials to allow for more monographic purchases. Each subject librarian cut within their discipline based on what they felt were their monographic needs. A criterion was not really established, but initial discussions revolved around print journals and serials and online journals that had fewer than 50 users. A list was generated with all print journals and serials and all online journal with less than 50 uses and distributed to all subject librarians. A total of 160 journals and serials were cancelled and the money was used to buy monographs.

In 2016 our materials budget was cut by 15%. Print journals and serials along with online journals with fewer than 50 uses were again targeted for cancellation. Subject librarians cancelled 159 journals and serials, but this wasn't enough to come up with the 15% reduction. Due to the severity of such a cut, and the impact across disciplines, subject librarians determined they should work together to determine which databases would be cut. Prior to the meeting, the subject librarians polled their faculty and consulted database usage statistics. After several meetings, it was determined that 15 databases would be cut. These databases were a combination of interdisciplinary and subject specific.

In September 2016 we did an analysis of our ILL data to determine the impact on ILL of the 160 journal titles that we had cancelled in 2015. Only two of those journals were requested more than three times between 1/1/2015 and 12/31/2015.

Library #5

After a number of years of flat budgets in the early 2000s, our library took several different approaches to trying to keep our materials budget balanced. We did the standard across-the-board cancellations of serials for all departments (each having their own target cancellation amount) one year. We cut the book budget (both the approval program and firm order budgets) by 25% one year. Another year, we canceled some very expensive sources including the print citation indexes. Our budget situation was stable for a number of years after that when the Academic Senate campaigned successfully for some permanent additions to our materials budget which enabled us to avoid major cancellations for quite a few years and to add new electronic resources.

With the latest state budget situation woes the past couple years, we have focused almost exclusively on identifying high cost per use periodical titles, both online and print. We began with online periodicals in 2014 because the usage statistics were more readily available. We began collecting reshelving statistics for print periodicals in 2013 to better assess their usage and examined cost per use figures for them in 2016. Like some other libraries, we averaged use figures over three years to account for variations in use among years. There was no firm cost per use number for potential cancellations, but we started with titles over \$75 per use. That number could potentially go lower close to \$30 per use which is our benchmark cost for an average interlibrary loan or document delivery transaction. Lists of the high cost per use titles were then distributed to subject librarians who reviewed the titles with their liaison departments. Departments were given the opportunity to remove titles from the list if they felt they were critical for their current or future research and/or teaching. For titles which were canceled, these were activated in Get It Now, when available, to provide unmediated document delivery of articles via SFX. This approach

has allowed us to cancel hundreds of thousands of dollars of subscriptions while still maintaining access within minutes in most cases for a fraction of the cost via Get It Now. Campus faculty seem very satisfied with Get It Now as a substitute for actual subscriptions. In some cases it has provided online delivery for titles we previously only held in print.

For the coming year, we have begun analysis of our database subscriptions to try to assess overlap in order to identify potential cancellations. We have been using SFX full text overlap reports to identify databases in various subject areas where there might be significant overlap in coverage. Indexing overlap is more difficult to assess without a full-blown research study. Subject librarians will again have the primary decision-making responsibility to identify databases for cancellation in consultation with faculty in their liaison departments.

Library #6

While our library has not experienced significant cuts, we have had a stagnant budget for the past few years. In order to keep up with the annual price increases of journals, etc., we did make some cuts. The subject librarians first looked at journals within their discipline and canceled any print that was duplicated online. Due to the fact that we support a graduate program in a specific subject area, we had a large amount of items in our reference collection that were also available online, since many of the instructors like to compare the print to the online format. The University Librarian met with the faculty of this program and explained how the Library could no longer support both formats. In most cases the faculty agreed to cut the print as long as the Library kept the last print edition in our collection. Faculty also agreed to cut many little-used print journals. While these cuts have helped us to remain within budget, our budget remains stagnant and costs keep going up. Our next plan is to analyze cost/usage of our current print and online individual journal subscriptions in all disciplines, as well as our online database subscriptions. We have discussed having our subject librarians meet with faculty to determine what journals/databases are essential to their research within their discipline and discuss cost/usage with them. We also plan to look into services such as Get-It-Now. Working on this annual project for CPC is very timely for our university as we are just beginning this process and hopefully it will be very helpful in developing a plan for assessment of our resources.

Library #7

This university library's overall budget has remained the same for the past several fiscal years. As subscription prices increased, money from other library account lines was moved to cover the overages. Although the materials budget, which is labeled as the "Books and Periodicals" account line, is used almost exclusively for subscription products, in FY16 the library cancelled a print index subscription in order to place that amount with YBP in order to restart collection of monographs, a practice which had been halted altogether at some unidentified point in the past.

Also paid out of the "Books and Periodicals" line are online services such as RefWorks, Springshare products, the library's discovery layer, etc. For FY18, the library is requesting that the "Books and Periodicals" account line be split three ways: Online Services, Subscriptions, and Books. The library hopes that this will clarify and help assess how much is being spent on which type of service or asset.

Until the FY16 creation and approval by university administration of a formal library Content Review Policy and Process, there was previously no written policy or practice of evaluation or review of the library's content, in any format. With the adoption of the Content Review Process, which is administered in conjunction with the library's Collection Development Policy (created and approved in FY15), in FY17 the library plans to complete weeding of both the History and Nursing collections. In future, the library will implement a recurrent subject-specific weeding schedule for each college/department/unit's holdings.

As for the library's electronic subscriptions, these will also be subject to the Content Review Process. Each liaison librarian will be responsible for evaluating electronic and print resources for their areas of assignment and will discuss with Deans and department heads any resources with low usage and high Return on Investment (ROI). The goal is to work with faculty to increase students' usage of relevant resources as well as to determine whether reallocations can be made to possibly exchange an underused resource for a more relevant or desirable one.

To date, the method preferred by the university provost for determining a library resource's value is (ROI) or Cost Per Use (CPU), which entails dividing the annual cost of the resource by the total number of searches during the fiscal year. The acceptable cost per use amount is \$1. Resources for which the ROI is higher than \$1 per search are eligible to be considered for cancellation or reallocation.

Library #8

For years our budget held steady. In FY17, the institution moved to a comparative budgeting process, which forces cost center managers to justify all spending by tying it to institutional key performance indicators (KPIs). This was not a bad thing for the library, as we have extensive library usage data. We initially received the budget we requested, but had most of our funds frozen mid-year.

As we prepare for FY18, we've been asked to cut 10% of our operating budget, but are bracing for more. We also anticipate that funds we receive may be frozen throughout the year.

Strategy/prioritizing:

The librarians saw the statewide fiscal crisis as an opportunity last year--we now had the time as well as the obligation to "right-size" some collections and formats, as well as adapt to new teaching formats (for example, ensuring online learners had equal access to resources).

To focus us, we re-wrote our Collection Development Plan. Starting with a blank slate, we discussed our mission as a library and how our priorities matched with the strategic priorities of the school.

We also became much more formalized in terms of budget allocations by selector (which stand as proxies for areas of the collection), especially for monographs. Funds are spent to optimize the number of students served.

Need-based collection decisions:

Nothing is considered part of our "core" collection--everything has to earn its keep. Instead of starting from the premise of "what should we cut," we look at everything with fresh eyes, asking ourselves, "would we subscribe to this resource if we didn't already have it?" We make evidence-based decisions when and where we can, collecting qualitative and quantitative data. We aim to be data informed, not data driven.

Electronic resources:

Electronic resources are acquired to optimize their cost-effectiveness by ensuring that all students have their needs met, but that the majority of the funds go to databases that support the needs of the most students. We review cost per use for databases, but also discuss academic need (i.e., existing and potential research assignments) with teaching faculty. In some cases, we have opted to keep a low-performing resource for an additional year, with the goal of promoting it to the appropriate instructors and classes. We have not set a maximum cost-per-use threshold, rather, we look at the cost per use figure as one data point. We are also keenly aware of the impossibility of getting true apples-to-apples usage comparisons across (and even within) vendors (even using COUNTER reports), so we try to compare database usage against itself (previous years). We are also sensitive to the various characteristics of usage--we prioritize result clicks over searches, for example.

We continue to largely purchase Big Deals through consortial agreements, but are also looking at the proportion of unique journals used within databases, and are open to licensing individual subscriptions if/when they are more cost effective.

We are also open to exchanging long-held core resources for cheaper alternatives, and are currently running extended trials in anticipation of doing so.

Ebooks:

We have consciously stayed away from ebooks, for the usual reasons. Any ebooks we have are licensed, or we own them thanks to past CARLI deals. The few exceptions are on the chopping block.

Renting vs. owning:

We prefer to license, rather than purchase, our electronic resources (even ebooks). This keeps us nimble, and rids of us collection maintenance tasks. However, we are keenly aware this strategy keeps us dependent on ongoing funds.

Monographs:

We continue to seek out ways to do more (or the same) with less. We purchase roughly the same number of monographs per year, but have switched to paperbacks as the default binding, have put a near-total halt to print reference volumes, and have altered our customer specifications with our vendors to save on paperback reinforcement and other pre-processing. We believe it is cheaper to replace a few well-used paperbacks than to purchase everything in hardcover. Time will tell if we are right.

We are keeping a much closer eye on circulation stats, and are more aware of areas of the collection that do not circulate in print and/or would be better supported with online resources due to the currency of the subject matter alone (health sciences, for example). We are looking at ILL data from IShare and OCLC and participating in CARLI's Collaborative Collection Development initiative, and will be exploring ways to share resources.

We have also embarked on a massive weeding project, with the aim of shrinking our collection to encourage higher circulation per item. We will see if our experiments pay off over the next few years. Money saved in this area has been reallocated to support our electronic resources.

Print periodicals:

Over the last several years, we have had to cut the number of print periodical subscriptions each year, as we held steady with the total dollar amount we allocated toward this format. However, in the last two years, we have cut our print periodical subscriptions budget by 2/3. We keep manual browse counts of our print periodicals (which do not circulate), but they are so few and far between they are not helpful for decision making. We use online availability as a main determining factor in print subscription cancellations, and have also significantly reduced the number of back issues we keep for current subscriptions.

Our print periodical selections now focus more on general interest magazines, where casual reading and browsing by patrons is standard. We have cut back on the more expensive academic journals and have reallocated these funds toward individual electronic subscriptions.

Special Collections/Recreational Reading:

We remain committed to developing our special collections, including access points for literacy and recreational reading. Additionally, the library is committed to supporting the institution as a whole by purchasing a small number of periodicals and books that discuss current issues and topics facing like institutions.

Microform:

We have canceled all microform subscriptions and have weeded all items in microform. We no longer support the format.

Multimedia:

Except for occasional instructor DVD requests, we are not actively acquiring physical multimedia.

We have recently licensed audiobook and music collections. We are keeping a close watch on usage of both resources.

Open educational resources:

The library has a central role in OER (open educational resources) initiatives on campus. We are positioning ourselves as experts of and guides to this brave new old world, and may increase our role as curators of free content as budgets continue to shrink.

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**2016–2017 CARLI Created Content Committee:
Annual Report of Activities**

Members

Ian Collins (2015-2018), University of Illinois at Chicago
Ellen Corrigan (2014-2017), Eastern Illinois University
Alice Creason (2014-2017), Lewis University
Margaret Heller (2013-2017), Loyola University Chicago, chair
Sarah Prindle (2015-2018), Southern Illinois University Carbondale (resigned)
Matthew Short (2016-2019), Northern Illinois University
Rebecca Skirvin (2016-2019), North Central College
Adam Strohm (2013-2017), Illinois Institute of Technology
Jennifer Wolfe (2015-2016), Newberry Library (resigned)
CARLI Staff Liaisons: Amy Maroso and Elizabeth Clarage

Communication

The Created Content Committee met monthly on one-hour conference calls. The committee uses an email list for group communication and maintains space on the CARLI website as collaborative workspace.

Completed Project

Review and Recommendations on Marketing Efforts: Committee members Matthew Short and Adam Strohm analyzed the committee’s use of Tumblr, to see how useful it is as a marketing effort to drive more users to CARLI Digital Collections. A full year of statistics from Tumblr were reviewed. Details of the analysis can be found at:

https://docs.google.com/document/d/1iPoWb6Dq3Wxlc1KCBbxUXRwdnx65tfEJK0llWe_SPnU/edit.

Documentation Review: The committee reviewed the digitization best practices documents that are on the CARLI CONTENTdm documentation page (<https://www.carli.illinois.edu/products-services/contentdm/cdm-documentation>) for revision. The Best Practices documents for Images, Metadata, Audio, and Video were updated. The Best Practices documents for Text and Three-Dimensional Objects will be updated in the next several months.

The committee also reviewed the CARLI-Sponsored Digital Projects Webinars and Resources to determine which items were outdated and should be removed and/or moved to other locations on the CARLI website. Many of the older webinars have been archived, as they were out-of-date and not useful in the current digital project environment. One webinar on shareable metadata was moved to the DPLA page on the CARLI website (<https://www.carli.illinois.edu/products-services/contentdm/dpla>)

CARLI Digital Collections Navigation: The committee approved five new “by media” browse options for materials in CARLI Digital Collections:

- Audio-Interviews
- Audio-Music
- Audio-Oral Histories
- Images-Portraits
- Text-Biographies

Annual Report Presentation at CARLI Annual Meeting: Alice Creason presented at the November 2016 CARLI Annual Meeting about the 2015-16 annual project of creating a Tumblr page for CARLI Digital Collections.

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.

The instructions for posting featured images and digitized books were updated and combined into a single document.

Google Analytics Usage Reports for CARLI Digital Collections: Keyword and Traffic reports using the new Google Analytics data presentation were produced for the first three quarters of 2016-2017 (July 2016 – March 2017). These are posted on the CARLI website: <http://www.carli.illinois.edu/products-services/contentdm/google-analytics-usage-reports-carli-digital-collections>

CARLI Digital Collections Tumblr: Images continue to be added to the committee's Tumblr site (<http://carlidigcoll.tumblr.com/>) on a weekly basis. Statistics on the number of followers the Tumblr site has and the number of notes from image posts is collected at: https://docs.google.com/spreadsheets/d/1O_rzbA20S0ZVzDImEnqoPWE76Z328c-BVuMrRKUWAVU/edit - gid=0

Current Project

With the entry of Illinois into the DPLA, the Created Content Committee was inspired to join in the efforts to help Illinois institutions to prepare their digital collections for ingest into DPLA. The committee helped to make a variety of resources for making shareable metadata, whether for DPLA or other services. More information on this project can be found in the committee's annual project report.

One big focus of the current project was that committee members created a total of four case studies detailing their challenges with various metadata challenges. Case studies can be found on the CARLI DPLA page: <https://www.carli.illinois.edu/products-services/contentdm/dpla>. This was a useful effort that created good opportunities for committee discussions, and one of the case studied was cited during a conference presentation in April 2017 by someone from a CARLI library.

Future Projects

Determine additional documentation that needs to be completely rewritten or removed. The committee mainly focused on minor revisions of best practice documents this year.

2016–2017 CARLI Created Content Committee Annual Project: Shareable Metadata

Introduction

The theme for the 2016-2017 project was improving metadata. With the entry of Illinois into the Digital Public Library of America (DPLA), the Created Content Committee (CCC) was inspired to join in the efforts to help Illinois institutions to prepare their digital collections for ingest into DPLA by improving the shareability of metadata. As a part of this, the committee reviewed existing documentation that they had created over the years to ensure that it was still providing good information for current technology and best practices. Maintaining documentation in a changing world is just as important as maintaining metadata, and rather than creating new initiatives, the committee felt that it was time to review and improve existing initiatives.

The Digital Collections Users' Group, CCC's predecessor, had a functionally-based subcommittee structure. Although the subcommittees would change somewhat from year to year, the group's tasks were consistently organized around concepts central to the committee's mission, such as documentation and standards, education and outreach, interface and usability, preservation, etc. With the CARLI reorganization and reconstitution of the group as CCC, the committee's work became more project-oriented, due to the introduction of the annual project mandated by the Board as well as the existence of a couple of long-standing initiatives that became recognized as ongoing projects. With this shift in the committee's focus, a subtle disconnect between the group's activity and purpose emerged, with more attention paid to "what can we do this year that would be new and useful" and less reflection on how the activity related to the committee charge and previous endeavors. The propensity to look forward led to a gradual oversight in also looking backward — drifting away from re-examining the charge itself and evaluating all of the various directions that might be explored, and from performing a systematic review of past projects and whether they should be revisited, updated, etc. This year's comprehensive documentation review was useful in bringing the committee's historical activities to the awareness of newer members and reminding continuing members that we should look back further than the accomplishments of the preceding year, considering the charge, the entirety of the committee's output, and overarching long-term goals when planning projects for the coming year.

All of the projects related to this completed in 2016-2017 are listed on the DPLA Information and Documentation page at <https://www.carli.illinois.edu/products-services/contentdm/dpla>. Even though much of the information is useful outside of the context of DPLA, the committee hopes that as institutions choose to participate in DPLA that they can use this page as an easy portal to all the useful training and planning information.

Helping with the Data Dictionary

The first project took place in fall 2016, the committee reviewed an early draft of the Illinois Hub data dictionary, prepared by Hannah Stitzlein at UIUC. As part of this, Hannah joined the committee for a meeting and shared the context in which she was developing a data dictionary for shareable metadata. One of the goals of this conversation was to understand what Hannah was planning to do and understand where the committee could best put its efforts. To avoid duplication, the committee decided to focus on improving documentation that had already been created rather than creating anything new, as well as writing about real-world examples.

Documentation Review and Updating

The committee reviewed documentation and training webinars created by earlier iterations of the committee on the CARLI website. This documentation is mostly located at <https://www.carli.illinois.edu/products-services/contentdm/cdm-documentation>. This project mostly took place between October-December 2016. Committee members divided up the documentation and webinars and reviewed them for currency and usefulness. For items with broken links or minor updates, the committee member provided the updates. Some documentation required more revision, but that was tabled for a future project with the exception of [Guidelines for the Creation of Digital Collections: Digitization Best Practices for Images](#) and [Guidelines for the Creation of Digital Collections: Digitization Best Practices for Text](#), which were reviewed and updated.

After reviewing the webinars, the committee made the decision to remove all but one, which was a 2010 webinar by Sarah Shreeves specifically about shareable metadata. That webinar is now posted on the DPLA Information and Documentation page, and other webinars are now completely archived. In general, the content was not up to date, and recreating the webinars did not seem worthwhile. The committee felt that webinars posted publicly on YouTube might be more likely to get wider viewership, because the number of views generally was quite low.

Case Studies

Starting in December 2016, members of the committee wrote case studies about their own attempts to improve their metadata in their own digital collections. These studies were intended to showcase a variety of institutions and situations, from a long-established set of digital collections and complex infrastructure at NIU to a new digital collection effort and minimal infrastructure at NCC. The rationale for creating these case studies was that it can be overwhelming to think about a major metadata cleanup or migration project through reading documentation alone. It is helpful to see how someone else in a similar situation handled such a project when planning one's own project.

All the case studies appear on the DPLA Information and Documentation page. The case studies are as follows:

- [Case Study 1: Data Dictionary by Matthew Short, Metadata Librarian, Northern Illinois University](#)
- [Case Study 2: Domesticating Wild Metadata: Harvesting Your Metadata into a Discovery Layer Using OAI-PMH Feeds by Margaret Heller, Digital Services Librarian, Loyola University Chicago](#)
- [Case Study 3: Cleaning Up Legacy Data at Lewis University by Alice Creason, Head of Library Technology and Technical Services, Lewis University](#)
- [Case Study 4: Small Archives Creating Descriptive Metadata from Scratch by Rebecca Skirvin, Coordinator of Archives and Special Collections, North Central College](#)

While we do not have exact data on readership, the committee members found it a valuable experience to write these case studies. The first case study was cited in a conference presentation in April 2017, so there is at least anecdotal evidence that this was a worthwhile effort.

Conclusion

This project has given the committee several ideas for future projects to maintain existing documentation and to improve assistance for large-scale cleanup projects. Improving the instructions about more basic processes and tools would be helpful to institutions with limited staffing for digital projects. In addition, there may be a need for changes to recommended metadata fields or practices that will have to be done in coordination with the CARLI Board.

**2016–2017 CARLI Instruction Committee:
Annual Report of Activities**

Members

Colleen Bannon, 2015-2018, Midwestern University
Larissa Garcia, 2015-2018, Northern Illinois University, Co-Chair
Christina Heady, 2015-2018, Southern Illinois University Carbondale, Co-Chair
Matthew Olsen, 2016-2019, Millikin University
April Purcell Levy, 2016-2019, Columbia College Chicago
Mackenzie Salisbury, 2016-2019, School of the Art Institute of Chicago
Lora Smallman, 2014-2017, Southern Illinois University Edwardsville
Chelsea Sutton, 2014-2017, Principia College
Anne Zald, 2014-2017, Northwestern University
CARLI Staff Liaisons: Debbie Campbell and Lorna Engels

Charge

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

Meetings

Due to budgetary constraints, all committee meetings were held through teleconference. The first meeting of the year took place on July 13, 2016, 3:30-5pm, where it was decided to have a standing meeting day and time each month (third Monday of the month, 2-3:30pm). The use of working subgroups was established by the previous committee and this practice was continued this year.

Theme

The committee's theme for this year was "Evolving Library Instruction: Negotiating Change in Uncertain Times." Because of current trends and fiscal challenges in higher education, particularly in the state, the committee wanted to explore different ways libraries and librarians are adapting to provide quality service and meaningful instruction with different and/or fewer resources. Therefore, the committee planned a series of webinars from librarians in the region who are being innovative in their response to institutional, fiscal, or programmatic changes.

Webinars

On December 7, Amy Hall, Teaching & Learning Librarian, and Sarah Leeman, Online Learning Librarian, both from National Louis University, presented the webinar, "Scaling Up: Rebuilding an Instruction Program with Limited Resources." In the past few years, National Louis University's Library & Learning Support (LLS) unit has faced shifting trends in higher education, new university programs, a department reorganization, and university-wide resizing. In this webinar, Hall and Leeman described their strategies for rebuilding their instruction program through targeted outreach efforts and curriculum-embedded information literacy instruction to maximize student impact even in a time of limited resources. 68 people registered for this event.

On March 9, Amy Van Epps, Engineering Information Specialist and Associate Professor of Library Science at Purdue University, presented the webinar, "Librarian Transformation: Teaching Disciplinary Courses." In recent years, several librarians at Purdue have been invited to teach existing disciplinary courses, or have worked with disciplinary faculty to create and teach new classes that fill specific needs at

the university. Van Epps discussed her opportunities to teach disciplinary classes and shared insights on how traditional librarian roles can be leveraged to create teaching experiences beyond the IL guest lecture. 32 people registered for this event.

Both webinars are available from the CARLI website at: <https://www.carli.illinois.edu/products-services/pub-serv/instruction>.

ACRL Framework Toolkit

The committee continued work to keep the Toolkit current. 2016 Showcase instruction sessions were coded with appropriate frames and knowledge practices. In addition, committee members updated the bibliography.

Instruction Showcase

The committee received fewer proposals for the Instruction Showcase than in previous years, even after extending the proposal deadline. One possible reason for this may be the budgetary challenges of the state. In order to adapt to increasing fiscal pressure and in accordance with the theme the committee has been exploring all year—*Evolving Library Instruction: Negotiating Change in Uncertain Times*—the committee decided to convert the Instruction Showcase into an online conference. Moving the event online allows for those interesting and innovative instruction activities that were submitted to be showcased in a manner more accessible to those with limited funding.

While the online format was more appropriate this year, the committee would like to emphasize that this does not constitute a permanent change in format. The committee plans to send a survey to the consortium to gauge interest in the Instruction Showcase and gather evidence on which to base future planning decisions.

Respectfully Submitted by
Larissa Garcia and Christina Heady
Co-chairs, 2016-2017

***2016–2017 CARLI Instruction Committee Annual Project:
Evolving Library Instruction: Negotiating Change in Uncertain Times
CARLI Webinar Series***

Members

Colleen Bannon, Midwestern University
Larissa Garcia, Northern Illinois University, Co-Chair
Christina Heady, Southern Illinois University Carbondale, Co-Chair
Matthew Olsen, Millikin University
April Purcell Levy, Columbia College Chicago
Mackenzie Salisbury, School of the Art Institute of Chicago
Lora Smallman, Southern Illinois University Edwardsville
Chelsea Sutton, Principia College
Anne Zald, Northwestern University

Introduction

Because of current trends and fiscal challenges in higher education, particularly in the state, the committee decided to explore different ways libraries and librarians are adapting to provide quality service and meaningful instruction with different and/or fewer resources. The theme for the year was “Evolving Library Instruction: Negotiating Change in Uncertain Times” and the committee planned a series of webinars from librarians in the region who are being innovative in their response to institutional, fiscal, or programmatic changes.

In the fall, Amy Hall, Teaching & Learning Librarian, and Sarah Leeman, Online Learning Librarian, both from National Louis University, presented the webinar, “Scaling Up: Rebuilding an Instruction Program with Limited Resources,” describing strategies used to rebuild their instruction program through targeted outreach efforts and curriculum-embedded information literacy instruction. In the spring, Amy Van Epps, Engineering Information Specialist and Associate Professor of Library Science at Purdue University, presented the webinar, “Librarian Transformation: Teaching Disciplinary Courses,” sharing insights on how traditional librarian roles can be leveraged to create teaching experiences beyond the IL guest lecture.

In addition to both webinars being available from the CARLI website (<https://www.carli.illinois.edu/products-services/pub-serv/instruction>), this document includes descriptive outlines in order to provide easily accessible information for instruction librarians who were unable to attend the events or would like to refer back to ideas shared.

Scaling Up: Rebuilding an Instruction Program with Limited Resources

Webinar presented on December 7, 2016 by

Amy Hall, National Louis University, and Sarah Leeman, National Louis University

Summary

National Louis University’s Library & Learning Support (LLS) unit has experienced significant changes over the past few years. Shifting trends in higher education, new university programs, a departmental reorganization, and university-wide resizing all continue to impact a variety of library services. In this webinar, NLU librarians discuss their plan to rebuild their instruction program, focusing on targeted outreach efforts and curriculum-embedded information literacy instruction that allows LLS to maximize student impact even in a time of limited resources.

The Librarians at National Louis University have addressed the ongoing changes at their university by shifting their library instruction approach while harnessing current library trends. By collaborating with faculty and staff outside of their department, they were able to help craft a program in which information literacy was fully integrated into the course curriculum. Using the flipped approach, as well as co-teaching, librarians were able to delve deeper into topics and create more impactful relationships with students and faculty alike. For programs that were too large to address with in-class sessions, librarians created modules with interested faculty that were automatically embedded in specific courses within their learning management system. This helped them to reach students whose instructors may not have requested an in-class session, but are still able to access the modules created by librarians. Additionally, some faculty members were more empowered to teach these ideas having collaborated on the creation of the modules. Both these methods were helpful for students, but also helped librarians align with the administration for future curriculum development.

Presenters

Amy Hall is a Teaching & Learning Librarian and Assistant Professor for Library & Learning Support at National Louis University in Chicago, where she helps a diverse community of students and faculty grapple with issues in digital information literacy. She received a bachelor's degree in journalism from Northwestern University and a master's degree in library & information science from Florida State University. Thanks to previous experiences as an online student and as an instructional designer for online programs, she is particularly interested in using technology to support critical thinking and learning.

Sarah Leeman is an Online Learning Librarian and Assistant Professor at National Louis University in Chicago, where she develops information literacy curriculum, teaches credit courses and instruction sessions, and works closely with students and faculty. She is most interested in critical information literacy instruction and user experience as it relates to library resources and course design. Sarah holds bachelor's degrees in Business Administration and English from Ripon College, and a master's degree in Library and Information Studies from the University of Wisconsin-Madison.

Background on National Louis University (NLU)

NLU is a private, nonprofit university with campuses in the Chicago area (5) as well as Tampa, Florida, and increasingly online. Students are largely enrolled in programs of study in the National College of Education and College of Professional Studies and Advancement which include psychology, business, criminal justice, etc. Most students are graduate, part-time, nontraditional, adult learners.

- 6 = total number of librarians for all these campuses

Library & Learning Support

Several years ago, there was a university-wide resizing which decreased the number of faculty librarians. This resulted in scaling back on the number of one-shot library instruction sessions to embedding modules into online courses.

- Department restructuring brought together Learning Support Specialists, the Writing Center, and Librarians all in the same department, allowing for more collaboration to respond to trends in both instruction and the changing student body.
- Instruction model shift because sustaining one-shot sessions was not possible with the ratio of librarians to students and decreased enrollment in credit-bearing courses.
- To respond, librarians have increased their presence in CMS's, using flipped and blended approaches as well as embedding modules and working closely with faculty on curriculum development

Example: NLU Harrison Professional Pathways Program (HP3)

- HP3 was designed to be an affordable general education program for traditional aged undergraduates (new for NLU).
- Librarians, Learning Support Specialists, and Success Coaches worked closely together and created a flipped and adaptive learning model for students, with wrap around support.
- The cohort was made up of 80 students who were mostly African-American or Hispanic and also first generation, low-income college students. Many students were below the ACT standard of “college ready.”

Student Success Seminar

Librarians got involved with HP3 via the *Gen 103: Student Success Seminar*, a required course for students to take during their first term. It covers college student success skills and researching careers.

- Librarians were asked to develop 3 weeks of content for the course, which was an Introduction to the Research Process (included: developing a research question, finding and evaluating sources, evidence to support a thesis, citing or plagiarism) and ended with students creating an annotated bibliography.
- The course was taught by librarians or co-taught with instructors. Using a flipped model, librarians were able to cover everything in-depth (with the framework in mind), more efficiently than a one-shot model. Other benefits to this approach include: easily replicable each year and a great way to get to know faculty and students.

HP3 & GEN 103: Scaling for Continued Growth

Year two of HP3 was challenging because the program was so popular it became unmanageable for librarians. In the fall 2016 semester, the HP3 Chicago campus cohort had 292 new students, with only 2 librarians to teach 9 sections of GEN 103.

- Librarians transitioned from co-teaching to instructor support. They met with all instructors (both individually and in groups, based on availability) to review curriculum in detail and answer questions, sent weekly emails with reminders and tips for each module, and visited all classrooms in first week of unit to introduce ourselves and offer support to students (made face to face connections). Librarians taught brief classroom sessions only in areas instructors found most challenging (primarily database searching). NLU Librarians also encouraged one-on-one research consultations for students needing additional help, and kept loose office hours.
- This is an example of high level integration, lots of Librarian participation, with many face-to-face interactions with students.

Integration on a Smaller Scale: Embedded Modules

Embedded modules refers to instructional support resources and activities that are placed directly in the learning management system (i.e., Blackboard). The library content is integrated with the rest of the course content, usually at the point of need and without needing a request from faculty teaching the course. Consequently, if there’s a research assignment for the course, the library research assistance is packaged with this. Advantages to embedding the library/info lit content in the learning management system (LMS) include having a library presence in every course (regardless of teaching faculty requesting library instruction), and students don’t have to leave the LMS to access the library.

Example: ECE 582G: Writing and Editing for Effective Communication

This course has two primary objectives: teach professional and academic writing skills and orient students to the university and the program. This is a 10-week, 1-credit, online “gateway” course for the Early Childhood Administration master’s degree program. The program coordinator (also the primary instructor) noticed students consistently struggling and reached out to LLS for help.

- Embedded Support in the LMS (NLU uses D2L) - The program coordinator, writing specialist and librarian worked together to integrate new instructional resources. The writing specialist updated writing quizzes and self-assessments and incorporated LLS writing guides and support materials into course content, eliminating need to link primarily to outside resources.
- Library & Learning Support Module - The librarian created the Library & Learning Support module with two goals: 1) introduce library resources and services, and 2) provide basic library research instruction for Reaction Paper Assignment, where students are asked to support their viewpoint with at least one scholarly article from the library. The short and basic module included links to their assignments and activities. The module is built in D2L, which allows for the use of some LMS tools, including instructor's ability to edit. Unfortunately, it is not a live page, so it isn't as up to date, and there is not as much control.

Leveraging LibGuides for Embedded Modules

Example: LAP 660: Professional Writing in Community Psychology

This is an example of how to embed the library in the LMS but still have some control over updating the content.

- Librarian offered an online literature review workshop that was made a requirement. Requirements were also built into a course that was more subject specific.
- Every box in LibGuides 2.0 has embed code you can copy and paste into another online location such as the LMS.
- The content can only be updated from the LibGuide which allows for more flexibility. Any future student in this LAP 660 course will see this embedded LibGuide, even if library instruction isn't requested. Faculty are comfortable teaching these ideas because librarians worked with them on developing the course.

Future Projects

- *New Undergraduate College development.* NLU is creating a new Undergraduate College (which will include the HP3 program). Librarians and learning support specialists volunteered to serve on multiple workstreams: Course & Pathway Development; Academic Support; Faculty Workload and Governance. Librarians and LSS participation ensures that LLS instruction and services are embedded in general education curriculum.
- *New GEN 103: Student Success Seminar.* This includes a redesign for all undergraduate programs, both online and face-to-face. The instructional designer and general education director will work to incorporate class activities and support resources aligned to course and module learning objectives.

Supplemental Material

https://www.carli.illinois.edu/sites/files/pub_serv/NLU-ScalingUpWebinar161207.pdf

Librarian Transformation: Teaching Disciplinary Courses

Webinar presented on March 9, 2017 by

Amy S. Van Epps, Purdue University

Summary

At Purdue University, subject librarians are tenure-track faculty who are expected to connect with disciplinary faculty to support teaching and learning. In recent years, several librarians at Purdue have

been invited to teach existing disciplinary courses, or have worked with disciplinary faculty to create and teach new classes that fill needs at the university. In this webinar, Amy Van Epps discussed her opportunities to teach disciplinary classes, and shared insights on how traditional librarian roles can be leveraged to create teaching experiences beyond the IL guest lecture.

Presenter

Amy S. Van Epps is an Engineering Information Specialist and Associate Professor of Library Science at Purdue University in West Lafayette, IN, where she teaches credit courses, provides instruction sessions, mentors undergraduate students, and works closely with faculty redesigning courses to enhance student centered learning. Her research looks at how students in design experiences use information to assist in decision making. She holds a bachelor's degree in engineering from Lafayette College, a master's degree in library science from The Catholic University of America, a master's degree in industrial engineering from Rensselaer Polytechnic Institute, and is a PhD candidate in engineering education at Purdue University.

New Roles for Librarians

Many libraries are experimenting with new liaison models and these experiments tend to be data driven. Purdue University is also trying out new models for their liaison librarians and their librarians more generally. Purdue librarians are teaching disciplinary classes, and the library is also starting to hire people that have a disciplinary Ph.D. rather than a MLS. Van Epps is the liaison to engineering at Purdue and has a background in engineering; she is also working on a Ph.D. in engineering education.

Teaching Credit Classes

There are essentially two models for librarians teaching credit classes:

- Taking on existing disciplinary courses
- Creating new classes

At Purdue they recently made some programmatic changes that provided Van Epps with teaching opportunities for existing disciplinary courses:

- They changed the first year program for engineers and since she has an engineering background, this provided an opening to teach in this revised curriculum.
- Purdue also introduced a new degree in transdisciplinary studies in technology, and they were looking from faculty from across campus to participate in this new program.

Typically at Purdue when a librarian teaches in another program there is a 25% buyout (for 3-4 credit class) to release the librarian for the teaching, i.e., the department compensates the library for the librarians' time away from her typical duties.

Purdue librarians have also created new courses to teach as well:

- One colleague who has a Ph.D. in bioinformatics created a course on Introduction to R (an open source statistical analysis package used in the sciences and social sciences). He created this course because of a gap that he identified in the curriculum.
- Another librarian who is a long time agriculture liaison has created undergraduate courses and a graduate seminar on agriculture data management in the lab. This course emerged from her library work in the curriculum and speaking with researchers about their data needs.
- A third librarian is the Purdue GIS librarian and has a Ph.D. in ecology. This librarian created a class in the anthropology department on GIS for the humanities and social sciences. This class grew out of working with researchers and from student requests for learning this information.

Tips and Advice

These teaching opportunities grew out of typical liaison work, but also by paying special attention during that work. When librarians are teaching a typical one-shot, try to learn more about what is going on with the class as a whole and find any "pain points" for the instructor or with the class. These are teaching opportunities, but librarians need to be careful that their contribution is meaningful and not a glorified TA position.

Seek out special topics courses and short courses, i.e., courses that don't last the entire semester, as teaching opportunities, and to start with non-credit bearing opportunities for teaching, e.g., working with departmental faculty. Throughout this process having department connections and champions really helps.

Additional notes to keep in mind when teaching

- Engage active learning techniques in the classroom and really work to make sure that your class is high quality. This will ensure a good outcome for students and help your cause.
- Target the honors college or other new colleges/departments since they often have more flexibility in courses and are actively seeking new ideas and courses.
- Having faculty status helps.
- Make sure to negotiate compensation and being the instructor of record

Benefits and Challenges

Benefits of librarians teaching courses

- Improved perception as faculty
- Teaching leads to connections with students and more requests for instruction
- It offers a different connection to students since the librarian is seeing them for half a semester or an entire semester, rather than just for a brief interaction at a reference desk.
- Teaching provides a context for including information literacy skills

Challenges for librarians teaching courses

- Teaching courses is very time intensive and can take librarians away from their core duties.
- Librarians teaching courses also potentially reach fewer students, i.e., the 20-30 in the class rather than a potentially larger number at the reference desk or through one shots, even if the interactions are more robust.

Supplemental Materials

<https://www.carli.illinois.edu/sites/files/i-share/documentation/20170309-LibrarianTransformation-Epps.pdf>

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**2016–2017 CARLI Preservation Committee:
Annual Report of Activities**

Members

Jenny Dunbar, 2014-2017, College of DuPage
Jennifer Hunt Johnson, 2016-2019, Illinois State University
Gregory MacAyeal, 2014-2017, Northwestern University
Beth McGowan, 2013-2017, Northern Illinois University, Co-Chair
Jamie Nelson, 2015-2018, DePaul University
Bonnie Parr, 2016-2019, Abraham Lincoln Presidential Library and Museum
Meghan Ryan, 2016-2019, National Louis University
Melanie Schoenborn, 2015-2018, Southern Illinois University Edwardsville
Anne Thomason, 2014-2017, Lake Forest College, Co-Chair
CARLI Staff Liaisons: Elizabeth Clarage and Nicole Swanson

Meetings

The Preservation Committee met monthly during FY 2016. The Committee's first meeting was a full day meeting via Adobe Connect while the remainder of its twelve monthly meetings were via conference call.

Activities

- Developed the year-long project to address Disaster Planning, one of the needs made evident in the *2015 Preservation Survey*, https://www.carli.illinois.edu/sites/files/files/2015Preservation_Survey.pdf, which the Committee completed as its 2014-2015 Annual Project.
- 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:
 - “Driving Lesson for Library Disaster Planning: Slow and Steady Gets You There!”, Beth McGowan, PhD, Northern Illinois University, <https://www.carli.illinois.edu/products-services/collections-management/disaster-planning-intro>;
 - “Watch Out for Midwest Disasters”, Melanie R. Schoenborn, Southern Illinois University Edwardsville and Joseph Feigl, LIS Graduate Student at University of Illinois at Urbana-Champaign, <https://www.carli.illinois.edu/products-services/collections-management/midwest-disasters>;
 - “Getting Started with a Disaster Plan”, Greg MacAyeal, Northwestern University, <https://www.carli.illinois.edu/products-services/collections-management/disaster-planning-getting-started>;
 - “Creating a Plan – Templates for Success”, Jenny Dunbar, College of DuPage, <https://www.carli.illinois.edu/products-services/collections-management/creating-a-plan>.
 - “In-House Management of Disasters”, Jen Hunt Johnson, Illinois State University, <https://www.carli.illinois.edu/products-services/collections-management/in-house-management-disasters>;
 - “Supplies and Tools for Library Disaster Response”, Meghan Ryan, National Louis University, <https://www.carli.illinois.edu/products-services/collections-management/supplies-tools>;
 - “Recovery from a Disaster: Salvaging Your Collection Materials”, Bonnie Parr, Abraham Lincoln Presidential Library and Museum, <https://www.carli.illinois.edu/products-services/collections-management/recovery-from-a-disaster>;

- “Midwest and Regional Vendors: In Case of Emergency, Call ?”, Jamie Nelson, DePaul University, https://www.carli.illinois.edu/products-services/collections-management/Midwest_and_Regional_Vendors;
- “The Wet and Wily World of Preservation Disaster Statistics”, Beth McGowan, PhD, Northern Illinois University, <https://www.carli.illinois.edu/products-services/collections-management/disaster-statistics>;
- “The Wet and the Dry of Print Preservation: A Workshop Summary”, Beth McGowan, PhD, Northern Illinois University, <https://www.carli.illinois.edu/products-services/collections-management/collections-care-workshop-2017>;
- “Conclusion to Disaster Planning Project”, Anne Thomason, Lake Forest College, <https://www.carli.illinois.edu/products-services/collections-management/disaster-conclusion>.
- Transformed these Preservation Tips with additional materials into a Disaster Planning webpage, <https://www.carli.illinois.edu/products-services/collections-management/disaster-planning>, for our 2016-2017 Annual Project.
- Sponsored the Collection Care Workshop on April 10 for twenty-six participants, led by Jennifer Hunt Johnson with assistance from Bonnie Parr. This registration for this program was at capacity.
 - Description and agenda: <https://www.carli.illinois.edu/collections-care-workshop>
 - Beth McGowan’s article with a description and photos: <https://www.carli.illinois.edu/products-services/collections-management/collections-care-workshop-2017>

Future Plans

- The Committee will continue to contribute Preservation Tips to the CARLI newsletter and maintaining the Preservation Resources Webliography, <https://www.carli.illinois.edu/products-services/collections-management/preservation-resources>, on the CARLI website.
- The Committee will be hosting a workshop in July on Salvaging Mold and Water Damaged Library Materials, <https://www.carli.illinois.edu/salvaging-mold-and-water-damaged-library-materials-preservation-workshop>, at the Abraham Lincoln Presidential Library.
- Information gathered through the *2015 Preservation Survey*, https://www.carli.illinois.edu/sites/files/files/2015Preservation_Survey.pdf, gave the Committee a wide variety of project possibilities for 2017. The year-long project model that focused the year’s writing and programming activities was considered successful and is offered to the Committee as a model for future work.

Submitted by co-chairs Beth McGowan, Northern Illinois University and Anne Thomason, Lake Forest College, 05/31/17

**2016–2017 CARLI Preservation Committee Annual Project:
Disaster Planning**

<https://www.carli.illinois.edu/products-services/collections-management/disaster-planning>

The CARLI membership told the CARLI Preservation Committee as part of our *2015 Preservation Survey*, https://www.carli.illinois.edu/sites/files/files/2015Preservation_Survey.pdf, that disaster planning was a topic in which help was greatly needed. Thus, for our 2016-2017 annual project, the Preservation Committee chose to outline the steps to create a disaster plan. Our theme for our disaster planning project was “Slow and Steady Wins the Preservation Race.”

Over the course of the year, Preservation Committee members wrote following blogs on disaster planning, which were shared in the CARLI Newsletter as Preservation Tips:

- “Driving Lesson for Library Disaster Planning: Slow and Steady Gets You There!”;
- “Types of Midwest Disasters”;
- “Watch Out for Midwest Disasters”;
- “Disaster Planning: Getting Started”;
- “Creating a Plan – Templates for Success”;
- “In-House Management of Disasters”;
- “Supplies and Tools for Library Disaster Response”;
- “Recovery from a Disaster – Salvaging Your Collection Materials”;
- “Midwest and Regional Vendors: In Case of Emergency, Call ?”;
- “The Wet and Wily World of Preservation Disaster Statistics”;
- “Conclusion to Disaster Planning Project”.

These blogs culminated in the creation of a *Disaster Planning* webpage on CARLI’s website: <https://www.carli.illinois.edu/products-services/collections-management/disaster-planning>.

2016-2017 Committee

Jenny Dunbar, College of DuPage
Jennifer Hunt Johnson, Illinois State University
Gregory MacAyeal, Northwestern University
Beth McGowan, Northern Illinois University, Co-Chair
Jamie Nelson, DePaul University
Bonnie Parr, Abraham Lincoln Presidential Library and Museum
Meghan Ryan, National Louis University
Melanie Schoenborn, Southern Illinois University Edwardsville
Anne Thomason, Lake Forest College, Co-Chair

Disaster Planning



→ Introduction

→ Types of Midwest Disasters

→ Getting Started with a Disaster Plan

→ Creating a Plan

→ In-house Management

→ Tools / Emergency Kit

→ Recovery from a Disaster

→ Midwest and Regional Vendors

→ Disaster Statistics

→ Conclusion



Recovery from a Disaster – Salvaging Your Collection Materials

[News](#)

[Newsletter Archive](#)

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Disaster Planning:

[Introduction](#)

[Types of Midwest Disasters](#)

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[Creating a Plan](#)

[In-house Management](#)

[Tools / Emergency Kit](#)

[Recovery from a Disaster](#)

[Midwest and Regional Vendors](#)

[Disaster Statistics](#)

[Conclusion](#)

COLLECTION MANAGEMENT COMMITTEE

The [Collection Management Committee](#) works with the CARLI staff and members to identify, develop, and encourage cooperation and collaboration in the development and management of collection in all formats and media.

[Minutes & Reports](#)

Submitted by long20 on Fri, 02/24/2017 - 9:04am

Bonnie Parr, Historical Documents Conservator, Abraham Lincoln Presidential Library and Museum

Fire, water, mold – what do you do when faced with collection materials affected by these types of disasters? The decision to undertake salvage efforts in-house or to use a vendor who provides recovery services depends on the severity of the damage, quantity of materials affected, and resources available. The following information provides basic considerations and guidelines for recovering burned, wet, or moldy library materials. For more detailed instructions, refer to the bibliography at the end of this article.

General Considerations

For all types of disasters, human safety must come first. When handling or cleaning burned, water-damaged, or mold-damaged materials, always wear protective gear. At the very least, wear masks or respirators to protect breathing, gloves to protect hands, and safety glasses or goggles to protect eyes. Wear clothing that will cover exposed skin, especially on the arms and legs.

When damaged by fire, water, or mold, the condition of paper-based materials is severely compromised. Assume these materials are very fragile. Always provide a support when moving the affected items and handle them with deliberate care.

Fire

The greatest likelihood of total loss is caused by fire. However, surviving materials may be salvageable, depending on their location in relation to the fire and the extent of damage. Items charred on the outside, such as book covers and boxes, may have been of sufficient thickness to protect their contents from burning. Items not directly burned will likely be covered in soot and ash. Any items exposed to the heat of a fire will be very dry and brittle.

To clean, use a vacuum equipped with a HEPA (High Efficiency Particulate Air) filter and a control for adjusting suction. Vacuuming at low suction power is safer for removing dirt and soot from fragile paper. Place a square of cheesecloth over the end of the vacuum nozzle to catch any errant pieces of paper or book that accidentally detach during cleaning. Because soot and ash can easily embed into paper materials, don't allow the vacuum nozzle to touch the damaged item. Rather, hold the nozzle slightly above the item as it is being cleaned.

For more thorough soot and ash removal, use a soot-cleaning sponge. This is a soft sponge made of vulcanized rubber that picks up soot and ash particles and holds them in its surface pores. Dab, do not rub, the sponge on areas to be cleaned. As the sponge

accumulates soot and ash, periodically trim off its dirty surface to expose a clean edge. The sponge can also be cut into small squares for convenient use.

Water

Most types of disasters will involve water – whether from a hose used to put out a fire, a flood, a leaky pipe, or high humidity. All these causes will require measures to dry out wet materials. The three most common drying options for salvaging water-damaged collections are air drying, freezing, and freeze drying/vacuum freeze drying.

Air drying is the best method when there are small quantities of items to dry and the items are damp or slightly wet. It is effective for most types of library materials and, because it is usually done in-house, the damaged materials are still accessible for use. The drawback to this method is that it is labor-intensive and requires a lot of space and supplies.

Freezing is appropriate when there are moderate to large quantities of materials to dry. Freezing wet materials prevents (but does not kill) mold and “buys time” to gather resources and make arrangements for the salvage operation. It requires access to freezer space and packing/interleaving supplies. Library materials are not accessible for use until they are thawed and dried.

Freeze drying/vacuum freeze drying is the most efficient method for drying large quantities of material. It requires prior arrangement with a vendor for freezing services or space, arrangement of transport of the materials to the vendor, and packing/interleaving supplies. The cost of using a vendor is offset by the savings in staff time and resources that would have been used for an in-house salvage operation. There is no access to collection materials until the treatment is finished.

How to dry wet books:

- Remove book jackets and plastic covers to speed drying and prevent mold growth on the covers.
- If cleaning is necessary, hold the book tightly closed, dip it in clean water, gently squeeze the book to remove excess water, and wrap it to freeze or interleave to air dry.
- To pack for freezing, wrap wax paper or freezer paper around the outside of the book. If transporting to a freezer, place the wrapped book spine down in a waterproof box (or a cardboard box lined with plastic). To prevent damage from crushing, pack only one layer of books in the box.
- To air dry a damp book, stand or support the book upright on absorbent material (blotting paper, paper towels, butcher paper, or cloth towels) and fan the pages open. Turn the book over every 2-3 hours.

- For slightly wet books (water damage confined to the edges), place blotting paper inside the covers, interleave every 25 pages or so with absorbent material (to prevent stress on the binding, interleave no more than a third of the book thickness), and stand the book upright (also on absorbent material). Change the absorbent materials as they become wet and turn over the book at intervals.
- For books that are oversize, heavy, or too wet to stand on edge, lay them flat on absorbent material and interleave them in the same way as slightly wet books.
- Always check for mold growth during the drying process.
- When the book is mostly dry, but still cool to the touch, lay it flat, gently reshape the book block (if needed), and place a light weight on top to prevent the covers from warping while the book finishes drying.
- For books with coated paper that are damp or slightly wet, every page must be interleaved. Wet coated pages stick together and cannot be separated without tearing apart if allowed to dry without interleaving. It is better to freeze this type of book or send it to a freeze drying facility.
- Books with leather or vellum covers are vulnerable to distortion and are very susceptible to mold when wet. They should be frozen as soon as possible, until arrangements can be made for drying them.

How to dry wet documents:

- Remove wet papers from enclosures, encapsulations, mats, or frames.
- Freeze documents that have blurry-looking inks. These inks are soluble in wet conditions. Freezing will halt further bleeding of the inks.
- To pack large quantities of documents for freezing, wrap wax paper or freezer paper around intact manuscript boxes or stacks of folders or documents (limit the stacks to no more than 2 inches thick).
- To air dry a document, lay it flat on absorbent material, change out the absorbent material when it gets wet, and turn over the document at intervals.
- For items with water-soluble media, dry them media-side up.
- For items with coated paper, it is important to separate the sheets while they are still wet to prevent them from sticking together. To separate the sheets, press a piece of polyester film on top of the stack and then carefully peel the film off with the top sheet attached. The sheet can then be air dried on top of the polyester film or sandwiched between two pieces of non-woven polyester fabric (like interfacing material). Repeat the process to separate the rest of the document sheets.
- For a document in good condition, an alternative method of air drying is to hang it on a line to dry vertically using plastic clothespins. If needed, sandwich the document between two sheets of polyester fabric for extra support.

Mold

Mold needs warmth and moisture to germinate. These conditions are all too common when water disasters strike or when the air handling system fails to control humidity.

Documents and components of books (paper, covering materials, and adhesives) serve as "food" for mold, which digests the organic material and breaks it up at the cellular level.

This is why severely mold-damaged paper is so fragile and seems to turn to dust when handled.

Active mold is fuzzy in appearance and usually, but not always, grows in a circular pattern.

In the active stage, mold will smear and embed itself into the surface in which it is growing if the surface is touched or brushed to remove the mold.

The mold first must be rendered dormant, by drying out the air and the affected item.

Place moldy papers and books in a space that is cool, with good air circulation, and where the humidity can be lowered to 45% or less. Alternately, moldy items can be frozen to stop (but not kill) mold growth. When the mold appears powdery, it has dried and can be removed from affected items.

Consider any mold as posing a serious health hazard. It is extremely important to use personal protective equipment to guard against respiratory and allergic responses to mold.

When removing mold from library materials, take steps to guard against spreading mold spores into the room air. Clean items in a fume hood, if available, or clean them near an open window, with a fan blowing the room air out the window. Weather permitting, mold removal can be done outside, which will avoid the problem of potential contamination of room air. Even outdoors, it is important to use personal protective equipment.

To remove dormant mold, use a vacuum equipped with a HEPA filter and adjustable suction and hold the nozzle above the item, as described for removing soot and ash particles. A brush can be used to loosen and sweep the dry mold into the nozzle. To protect a document from the suction of the vacuum, clean the document through a screen made of plastic or fiberglass mesh.

To remove mold from a book, vacuum or brush the entire cover. Then, holding the book tightly closed, vacuum or brush the edges of the book, cleaning from the spine edge to the fore edge. This will prevent mold and debris from falling down inside the spine.

Bibliography

Complete list of YouTube "chapters" from the [↗ Field Guide to Emergency Response](#)

Relevant "chapters":

[↗ Soot and ash](#)

[↗ Mold](#)

[↗ Water](#)

National Archives, [📄 Fire Recovery: A Case Study](#)

Northeast Document Conservation Center, Preservation Leaflet 3.6, [↗ Emergency Salvage of Wet Books and Records](#)

Northeast Document Conservation Center, Preservation Leaflet 3.12, [↗ Freezing and Drying Wet Books and Records](#)

National Park Service, *Conserv O Gram* 21/4, [📄 Salvage At A Glance, Part I: Paper Based Collections](#)

Minnesota Historical Society, [↗ Salvage Procedures for Wet Items](#)

Northeast Document Conservation Center, Preservation Leaflet 3.8, [↗ Emergency Salvage of Moldy Books and Paper](#)

Conservation Center for Art & Historic Artifacts (CCAHA), [📄 Managing a Mold Invasion: Guidelines for Disaster Response](#)

[→ Continue to the next article: Midwest and Regional Vendors: In Case of Emergency, Call ?](#)

[→ Return to Disaster Planning](#)

Please view the full *Disaster Planning* webpage at:

<https://www.carli.illinois.edu/products-services/collections-management/disaster-planning>.

**2016–2017 CARLI Public Services Committee:
Annual Report of Activities**

Members

Raeann Dossett, 2014-2017, Parkland College
Anne-Marie Eggleston Green, 2015-2018, Kishwaukee College
Marissa Ellermann, 2016-2019, Southern Illinois University Carbondale
Susan Franzen, 2015-2018, Illinois State University, Co-chair
Joanna Kolendo, 2016-2019, Chicago State University
Colleen Shaw, 2016-2019, Heartland Community College
Cory Stevens, 2015-2018, Lake Forest College, Co-chair
Richard Stokes, 2014-2017, University of Illinois at Urbana-Champaign
Julia Venetis, 2014-2017, Elmhurst College
CARLI Staff Liaisons: Elizabeth Clarage and Denise Green

Meetings

The Public Services Committee did not have any in-person meetings this year but met by conference call 11 times.

Activities

- **Open House:**
Hosted by University of Illinois, March 17, 2017
 - Tour of the Illinois MakerLab, Business School’s 3D Printing Lab
 - Presentation by Chad Kahl, Interim Associate Dean and Law Librarian at Illinois State University, “ISU Milner Library: Planning a MakerSpace.”
 - Tour of the CU Community Fab Lab
 - Registrants: 23

- **Open House:**
Hosted by Winnetka-Northfield Public Library & Northwestern University – April 3, 2017
 - Tour of The Studio at Winnetka-Northfield Public Library, led by Emily Compton-Dzak, Head of Adult Services.
 - Presentation by Rebecca Wolf, Director, “What to MAKE Something of It? How We Added a Makerspace Using Existing Space and Staff.”
 - Tour of The Garage with Sydney Doctor, Marketing Coordinator
 - Presentation by Geoff Swindells, Head of User Experience, “Makerspace Design and Planning.”
 - Registrants: 23

- **Open House:**
Hosted by Chicago Public Library – Harold Washington Center & Illinois Institute of Technology – April 25, 2017
 - Tour of Maker Lab at Chicago Public Library, led by Mark Andersen, Director of Learning and Economic Advancement
 - Presentation by Mark Andersen, Sasha Neri, Librarian II, General Information Services, and John Christiansen on the origin and though behind creation of Chicago Public Library, engaging with the maker community, and demonstration of equipment.
 - Tour of The Exploration Space at Illinois Institute of Technology Galvin Library.

- Presentation by Devin Savage, Associate Dean of Assessment and Scholarly Services, “Starting a Maker’s Lab on a Shoestring Budget.”
- Registrants: 25
- **Annual Project:** Makerspaces: Resources and Presentations URL: <https://www.carli.illinois.edu/products-services/pub-serv/makerspaces2017>
- **Follow-up to 2016 Annual Project:** Productivity Toolkit – short videos of resources URL: <https://www.carli.illinois.edu/products-services/pub-serv/2016-open-house>

Respectfully submitted,
Members of the 2016-2017 Public Services Committee

**2016–2017 CARLI Public Services Committee Annual Project:
Makerspaces Spring 2017: Resources and Presentations**

<https://www.carli.illinois.edu/products-services/pub-serv/makerspaces2017>

This year, the Public Services Committee focused on highlighting makerspaces through 3 days of Open Houses visiting six different makerspaces. A makerspace is community or collaborative space that provides a combination of technology, equipment, and often expertise for patrons to explore, discover, design, create, produce, and share projects. In academic settings, makerspaces often relate directly to pedagogy and learning outcomes across disciplines. Makerspaces can be as simple as having a 3D printer available or as elaborate as a studio space that includes hand- and power-tools, green screen technology, woodworking, vinyl printing, sewing machines, laser cutters, and yes, 3D printers. Makerspaces are often located in libraries (academic and public), but can also be found attached to engineering, art, or other departments as this century's version of the computer lab and classroom.

Given the rise in interest, publication, and creation of makerspaces – along with the spectrum of options and costs – the Committee chose to host open houses in both academic libraries/institutions and public libraries. Some public libraries have been out in front of the makerspace wave, and public library makerspace patrons are quickly becoming our own undergraduate students, with attendant expectations and experiences. The locations of the open houses also showcased what an institution might be able to provide at different funding levels for these types of spaces with ones that could be considered basic or funded on a shoestring while others could be identified as being extremely well-funded or even a Cadillac version of a makerspace in order to highlight the range of options for CARLI member libraries.

The Open Houses culminated in the creation of a Makerspaces webpage on CARLI's website:
<https://www.carli.illinois.edu/products-services/pub-serv/makerspaces2017>.

2016-2017 Committee

Raeann Dossett, Parkland College
Anne-Marie Eggleston Green, Kishwaukee College
Marissa Ellermann, Southern Illinois University Carbondale
Susan Franzen, Illinois State University, Co-Chair
Joanna Kolendo, Chicago State University
Colleen Shaw, Heartland Community College
Cory Stevens, Lake Forest College, Co-Chair
Richard Stokes, University of Illinois at Urbana-Champaign
Julia Venetis, Elmhurst College

Makerspaces, Spring 2017: Resources and Presentations

Makerspaces, Spring 2017 Public Services Open Houses Presentations and Resources List

Downstate Illinois - March 17, 2017

- [↗ Illinois MakerLab](#):
 - The Illinois MakerLab is the world's first Business School 3D Printing Lab. It opened in Spring 2013. Their objective is to provide faculty and students with the knowledge and resources to be at the forefront of the emerging maker movement by teaching users how to design, manufacture, and market physical objects. The lab is equipped with 17 Ultimaker desktop 3D printers, 3D design software, and 3D scanning devices.
- [↗ CU Community Fab Lab](#):
 - **Physically**, our Fab Lab is an advanced workshop space for rapid prototyping and computer-based design. It is also comprised of a network of a number of smaller mini or mobile fab lab spaces.
 - **Culturally**, the CUC Fab Lab is driven by a community of practice, people often referred to as Makers.
 - **Functionally**, Fab Labs encourage people to become makers by exploring the entire design process.
 - **Organizationally**, our Fab Lab is a [↗ public engagement program](#) of the [↗ Illinois Informatics Institute](#).
 - **Philosophically**, we believe the open source ethos of the Fab Lab inspires interest and innovation in many fields.
- Chad Kahl's presentation handouts on planning a Makerspace at Illinois State University: [📄 Presentation Outline](#), [Planning/Open Design Steps Spreadsheet](#), [Questions for Faculty interviews](#).

Chicago Suburbs - April 3, 2017

- Winnetka-Northfield Public Library - Rebecca Wolf (Director) and Emily Compton-Dzak (Head of Adult Services) hosted an open house in "the Studio."
 - [📄 Want to Make Something of it? How we added a Makerspace using existing space and staff](#). Rebecca Wolf.
 - [↗ Studio Equipment Listings](#).
 - [📄 Studio Staff Users Guide Example text](#). Emily Compton-Dzak.
- Northwestern University:
 - Tour of [↗ "The Garage"](#) with Sydnye Doctor (Marketing Coordinator)

Chicago City - April 25, 2017

- [↗ Harold Washington Center CPL Maker Lab](#). Mark Anderson, Sasha Neri, John Christiansen
 - [📄 The First 6 months of the CPL Maker Lab](#)
 - [↗ CPL Maker Lab Wiki](#)
- Paul V. Galvin Library, Illinois Institute of Technology: [↗ 3D Printers & More](#) Devin Savage, Kimberly Shotick, Max King, Nasir Mirza
 - [↗ Presentation: Starting a Maker's Lab on a Shoestring Budget](#). <https://goo.gl/ZP9ddf>

Links to pictures of events (coming soon)

Other Academic Library Makerspaces Identified:

- Southern Illinois University Carbondale: [↗ 3D Printing at Morris Library](#)
- Southern Illinois University Edwardsville: [↗ 3D Printing at Lovejoy Library](#)
- University of Illinois at Springfield: [↗ 3D Printing and Scanning](#)
- University of Chicago: [↗ Hack Arts Lab \(HAL\)](#)

Other Public Library and Independent Makerspaces Identified:

- Glen Ellyn: [↗ Three D Printing at the Library](#)
- Urbana, IL: [↗ Makerspace Urbana](#)

*Recommended Readings / Web sites:

- Lynch, Matthew. [↗ "How to Create a Makerspace in any Space"](#). *The Tech Advocate*. Web. 10 March 2017.

***2016–2017 CARLI Resource Sharing Committee:
Annual Report of Activities***

Members

Eric Edwards, 2016-2019, Illinois State Library
Sandra Engram, 2014-2017, Illinois College of Optometry
Kelly Fisher, 2015-2018, Eureka College
Rand Hartsell, 2016-2019, University of Illinois at Urbana-Champaign
Amy LeFager, 2014-2017, National-Louis University, Co-Chair
Thomas Mantzakides, 2016-2019, University of Illinois at Chicago
Sarah Mueth, 2015-2018, University of Illinois at Springfield
Marcella Nowak, 2014-2017, College of DuPage, Co-Chair
Jennifer Stegen, 2015-2018, Loyola University Chicago
CARLI Staff Liaisons: Debbie Campbell and Lorna Engels

The Resource Sharing committee met via conference call on the 3rd Tuesday of every month starting with July 19, 2016.

Activities

- Submitted the following list-serve questions and followed up with summaries of responses
 - Textbooks – how are they shared, identified
 - Replacement costs for lost items
 - Borrowing and lending internationally
 - Sharing of maker kits
 - Document Delivery vs. Interlibrary Loan, how are stats counted
 - Purchase on Demand
 - Non-traditional item lending

- Created a two webinar series entitled, Resource Sharing statistics: Navigating the Numbers, Harnessing the Data:
 - October 26, 2016 on I-Share Statistics
 - November 9, 2016 on ILLiad and OCLC WorldShare Statistics

- Organized and hosted two Resource-Sharing Open Houses for CARLI members. This is in keeping with the open houses offered by past Resource Sharing Committees.
 - 4/6/2017: University of Illinois, Chicago Daley Library and Library of Health Sciences

- 5/19/2017: Illinois Central College, East Peoria and Eureka College presented on the Committee’s 2015/2016 Annual Project at the Great Lakes Resource Sharing Conference on June 8, 2017, “Explorations in Open Access & Resource Sharing”

- Compiled an annotated bibliography consisting of 42 articles to inform the direction of the Annual Project.

- Our Annual Project focuses on the data from the ILLINET Interlibrary Loan (ILL) Traffic Survey via Counting Opinions

- Graphs showing the 2012-2016 supplying (lending) and requesting (borrowing) habits of Illinois academic/research libraries (44 libraries in all) are divided and analyzed by request type, fiscal year, and level of degrees offered.
- Available online: <https://www.carli.illinois.edu/products-services/pub-serv/resource-sharing/ILLINETAnalysisFY12-16>

Completed Terms

Sandra Engram, Amy LeFager, Sarah Mueth, and Marcella Nowak will be leaving the committee at the end of June. The new chair or co-chairs for 2017/2018 will be elected at the final meeting for the 2016/2017 committee on June 20th.

**2016–2017 CARLI Resource Sharing Committee Annual Project:
ILLINET Interlibrary Loan Traffic Survey Analysis: FY2012–FY2016**

ILLINET Interlibrary Loan Traffic Survey Analysis: FY2012–FY2016

Introduction

The CARLI Resource Sharing Committee’s annual project for 2016-17 analyzes current trends related to interlibrary loan and resource sharing activities for returnable and non-returnable items in Illinois academic libraries. Since the Illinois State Library requires the annual submission of the ILLINET Interlibrary Loan Traffic Survey, the Committee sought to analyze requesting (borrowing) and supplying (lending) data from the past five years to see if there were any noticeable trends that would be of interest to academic libraries and CARLI member institutions in particular. It is hoped that this analysis will be useful for goal setting, resource allocation, planning for staffing, library policy review, collection justification, and peer institution benchmarking.

The Committee conducted a literature review and found that current literature on Illinois-specific resource sharing practices were not easy to come by, with an article by Wiley and Chrzastowski (2005) being the most relevant to our research. In the absence of sources relevant to our research project, we decided to focus on the data provided by academic libraries in Illinois on the ILLINET Interlibrary Loan Traffic Survey (Illinois State Library, 2012, 2013, 2014, 2015, 2016).

Methods

The raw data came from the ILLINET Interlibrary Loan Traffic Survey (Illinois State Library, 2012, 2013, 2014, 2015, 2016). This is a report that the Illinois State Library requires Illinois libraries of all types, including academic, to complete annually. The Survey summarizes the total number of interlibrary loan requests (both requesting and supplying) that libraries process annually, and it breaks them down into additional categories, such as returnables vs. non-returnables and in-state vs. out-of-state. Illinois libraries can search previous years’ survey results after logging into Counting Opinions (the company that manages the data) on the State Library’s website (Office of the Illinois Secretary of State).

As the data analysis below notes, the number of libraries submitting the ILLINET Interlibrary Loan Traffic Survey varied from year to year. Specifically, there was a large increase in the number of libraries submitting the survey in FY2015, as opposed to FY2014 and earlier. This was due to a decision by the Illinois State Library to encourage more libraries to complete the survey by linking it with Illinois State Library Certification. Before FY2015 submitting the survey had been a requirement with no penalty for noncompliance.

In order to provide a trend analysis of the data, we had to first identify the libraries that provided data for all five fiscal years. Raw data reports were downloaded from the Counting Opinions site that houses the ILLINET Interlibrary Loan Traffic Survey, and the data was deduplicated so data was provided only once for each institution (for some reporting years, individual library branches reported their statistics separately).

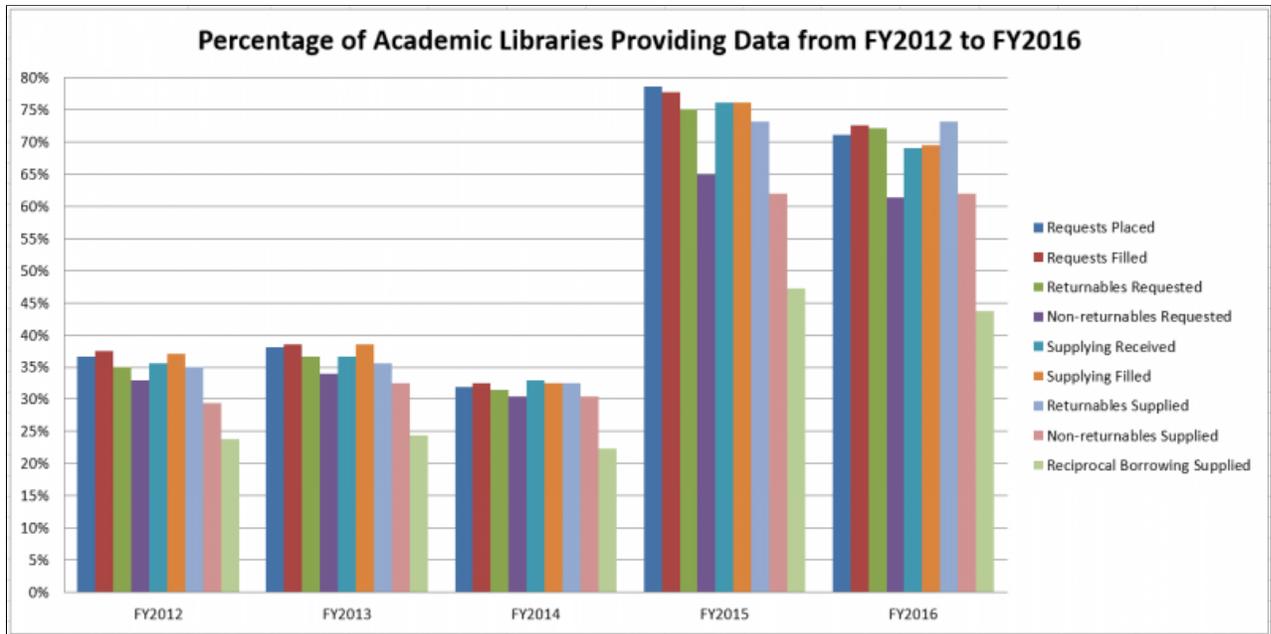
The data analysis is organized into two sections covering requesting (when a patron requests an item not owned by their home library), and supplying (when another library provides materials to a requesting library).

In recognizing the higher number of reporting institutions from FY2015 and FY2016, we also analyzed the same data in requesting and supplying, organized by the type of institution. We looked up the individual institutions included in the full report and assigned the institution type by the highest degree offered. The data is presented through line and bar graphs to visually demonstrate the trends in data, and a brief analysis is provided.

Data Analysis

Library Data Included in Analysis:

In order to conduct a trend analysis over several years, we included only academic libraries that reported data for all five years. Because the number of libraries submitting data increased from FY2012 to FY2016, with approximately twice the number of libraries submitting data in 2015/2016, we have also provided an analysis of interlibrary loan data for FY2015 and FY2016 organized by the type of institution. Based on the large jump in reporting from FY2014 to FY2015, it is evident that tying the completion of the ILLINET Interlibrary Loan Traffic Survey to the Illinois State Library Certification process was effective in encouraging more libraries to complete the survey, thus providing more complete data. (Figure 1)

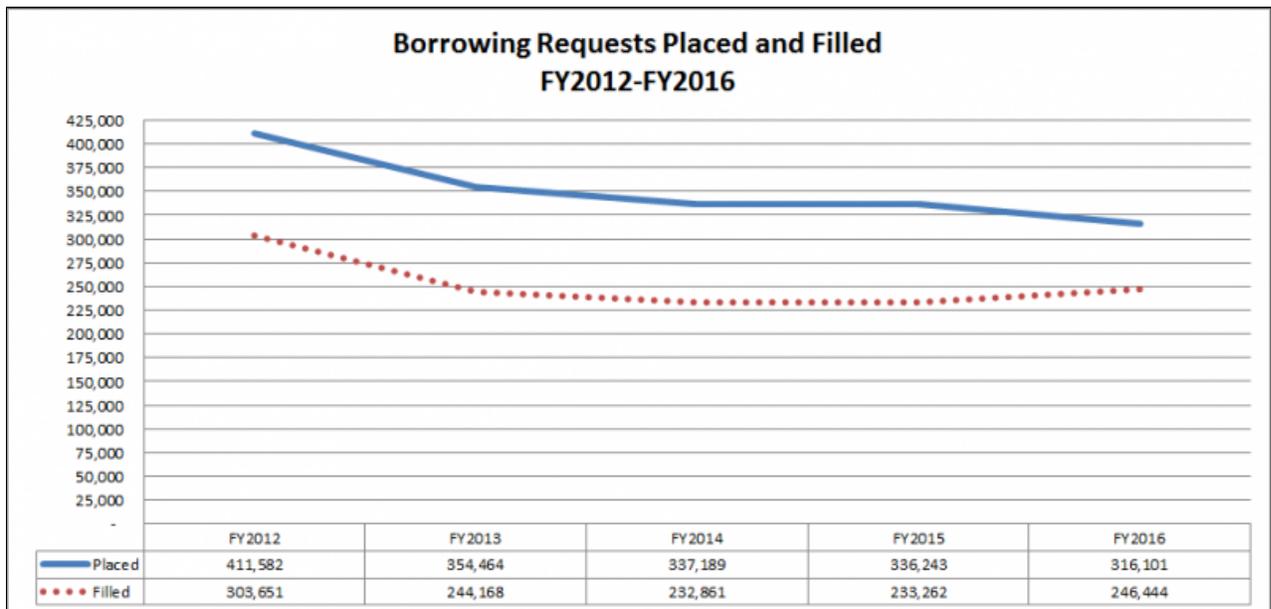


(Figure 1: Percentage of Academic Libraries Providing Data from FY2012 to FY2016)

Requesting (Borrowing):

From FY2012 to FY2016 there was a 23% decrease in the borrowing **requests placed** at the 44 academic libraries that submitted data for all 5 years. There was a 19% decrease in the borrowing **requests filled** at the 42 academic libraries that submitted data for all 5 years. (Figure 2)

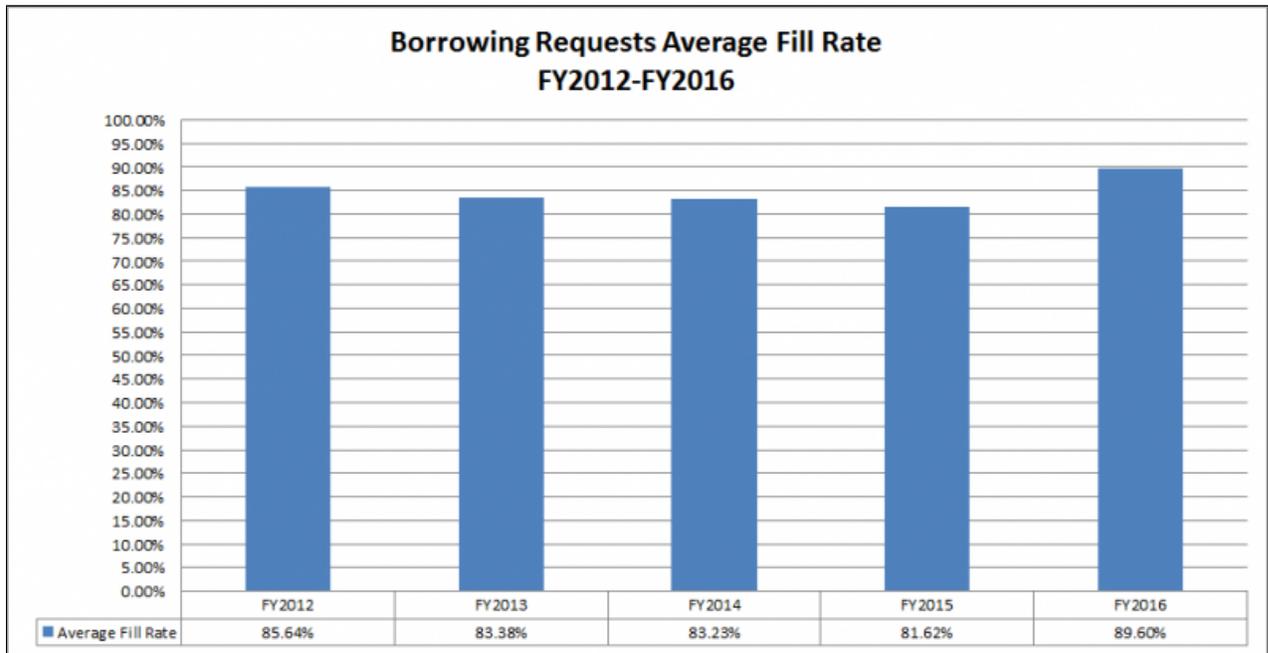
- Most notable is the significant decrease of 14% borrowing requests being placed from FY2012 to FY2013.
- From FY2013 through FY2016 the borrowing requests have remained relatively stable with an average decrease of 4% from year to year.
- From FY2015 to FY2016, despite a 6% decrease in the number of requests placed, the percentage of requests filled increased 5%.



(Figure 2: Borrowing Requests Placed and Filled FY2012-FY2016)

From FY2012 to FY2016 the average fill rate of the borrowing requests that were placed and filled by the 42 academic libraries that provided data for all 5 years remained stable within the 80% range. (Figure 3)

- This chart shows the average of fill rates for each library, not the number of filled requests.
- The majority of borrowing requests placed by patrons are filled.

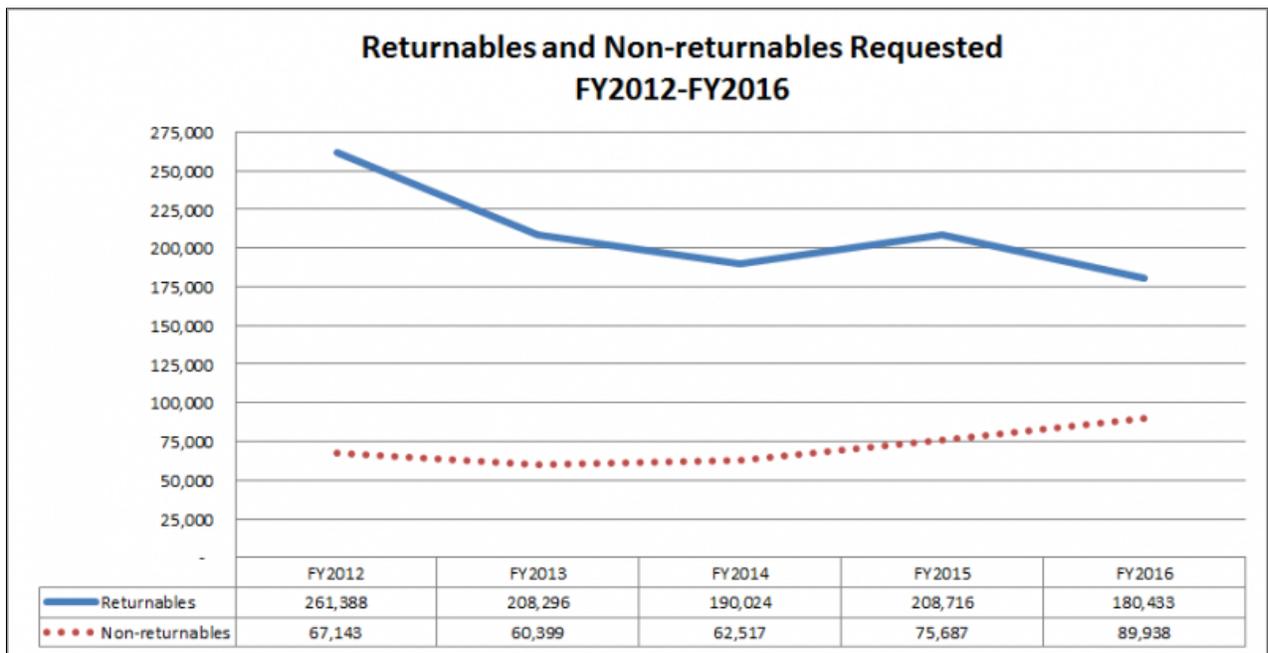


(Figure 3: Borrowing Requests Average Fill Rate FY2012-FY2016)

For the ILLINET Interlibrary Loan Traffic Survey libraries report the number of physical items that their local patrons receive that must be returned to the owning library (returnables) and the number of electronic items received that do not need to be returned to the owning library (non-returnables).

From FY2012 to FY2016 there has been a 31% decrease in returnable items being borrowed, but there has been a 34% increase in number of non-returnables being borrowed. (Figure 4)

- While many think that interlibrary loan is primarily used for requesting electronic versions of articles not available in the collection, this data shows that despite the decrease in returnables being requested and the increase in non-returnables being requested, returnable items are still the most requested type of items by library patrons.



(Figure 4: Returnables and Non-returnables Requested FY2012-FY2016)

Because only 22% of academic libraries provided data for the borrowing requests placed and 21% provided data for the borrowing requests filled for all 5 years, we have also analyzed the borrowing request data for FY2015 and FY2016 to obtain a comparison by the type of institution. Institutions are grouped by the highest degree offered by the school.

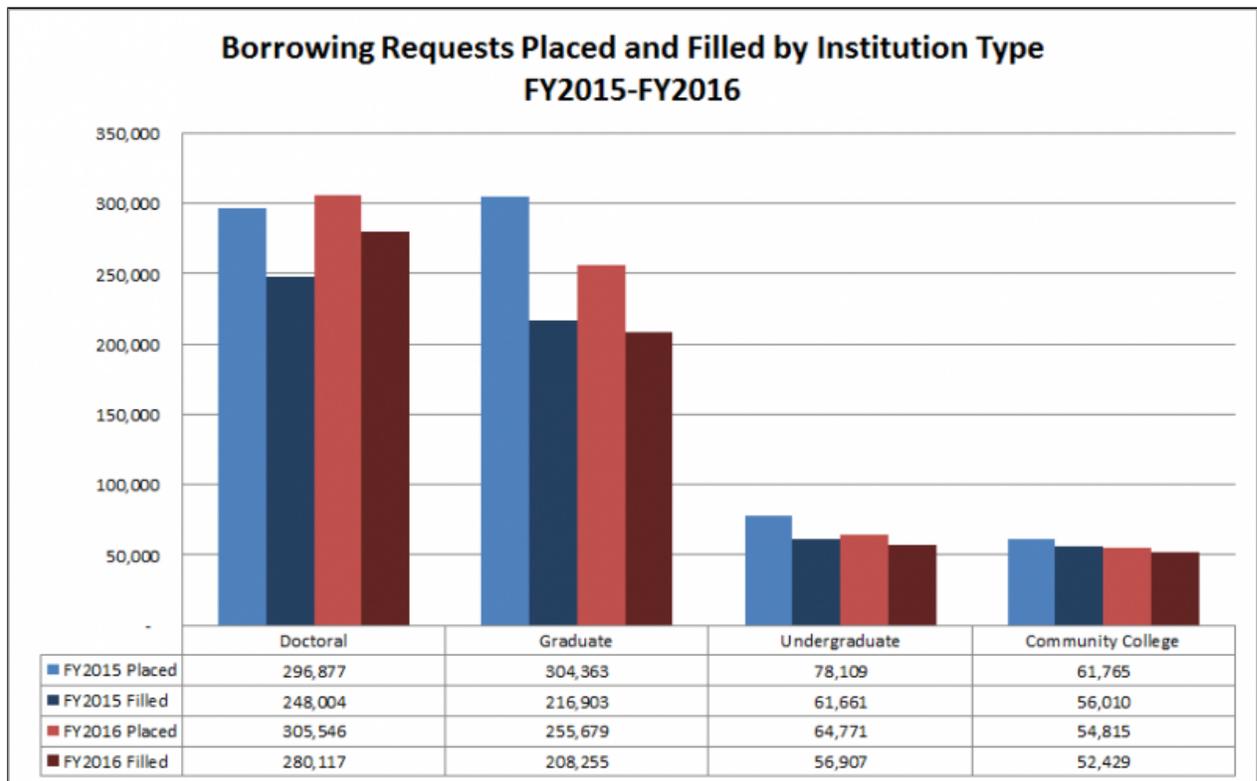
For FY2015 and FY2016 69% of libraries provided data for the number of borrowing requests placed, 71% of libraries provided data for the number of borrowing requests filled, and 65% of libraries provided data for the fill rate.

Number of Institutions Providing Data by Highest Degree Offered (FY2015-FY2016):

Institution Type	Placed	Filled	Fill Rate
Doctoral	21	21	20
Graduate	46	45	43
Undergraduate	23	23	22
Community College	46	50	44

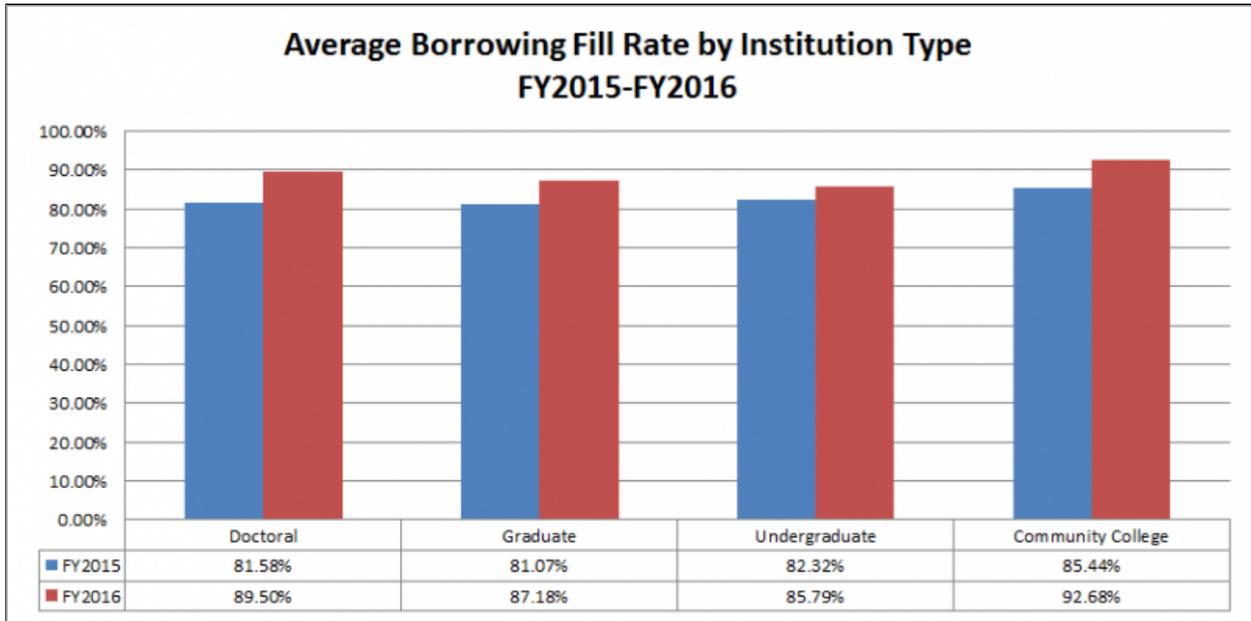
The graph on the Borrowing Requests Placed and Filled by Institution Type shows that Doctoral and Master’s granting institutions have the highest number of borrowing requests placed and filled of the four institution types. (Figure 5)

- This is reflective of the type of research conducted by patrons at institutions that grant doctoral and master’s degrees that they would be more likely to require more specialized resources requiring requests to be filled via interlibrary loan.
- However, the data also shows that undergraduate and community college patron requests are more likely to be filled than the patron requests from doctoral and master’s institutions.



(Figure 5: Borrowing Requests Placed and Filled by Institution Type FY2015-FY2016)

The average fill rate for patron requests from all institution types has increased from FY2015 to FY2016. This shows that fill rates for patron requests by institution type are also around the 80% range. (Figure 6)



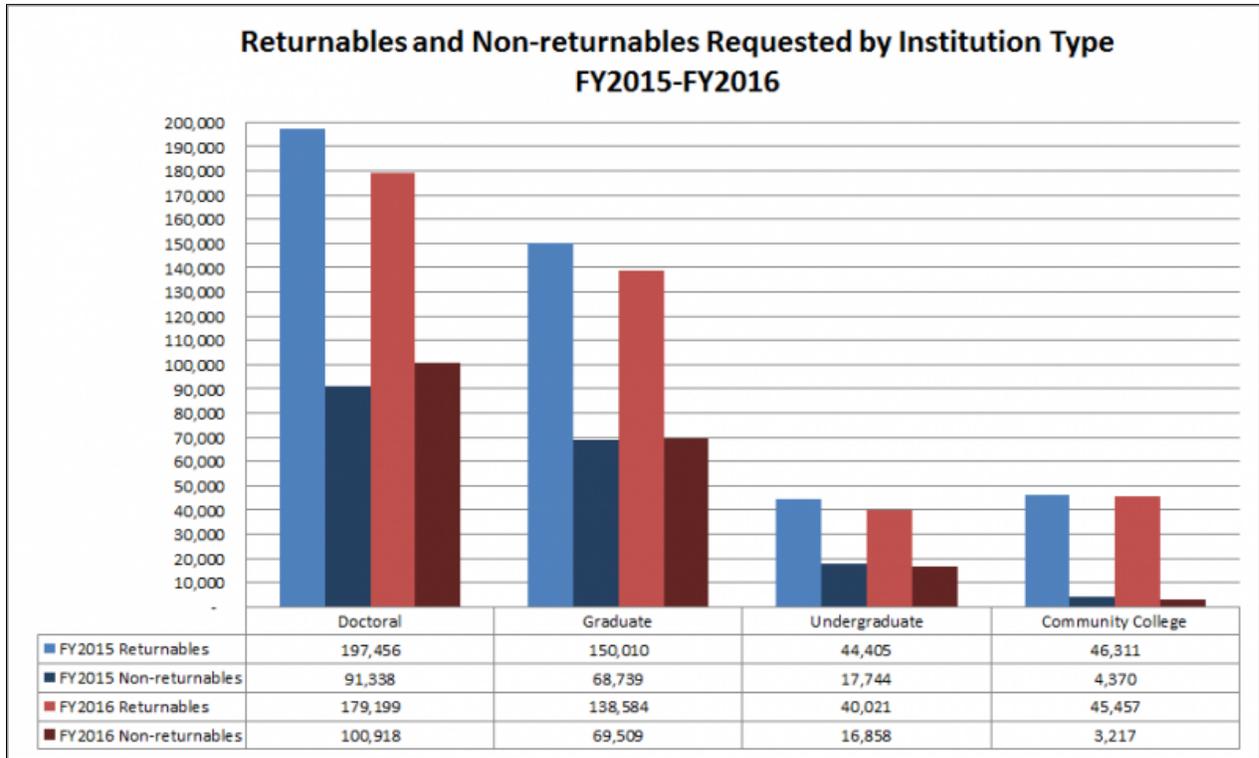
(Figure 6: Average Borrowing Fill Rate by Institution Type FY2015-FY2016)

We also analyzed the returnable and non-returnable items that were borrowed by institution type.

Number of Institutions Providing Data for Returnables and Non-returnables Requested (FY2015-FY2016):

Institution Type	Returnables	Non-Returnables
Doctoral	21	21
Graduate	44	43
Undergraduate	21	18
Community College	45	33

This data also shows that patrons request and receive returnable items at a much higher amount than non-returnable items. This is consistent across all institution types. (Figure 7)

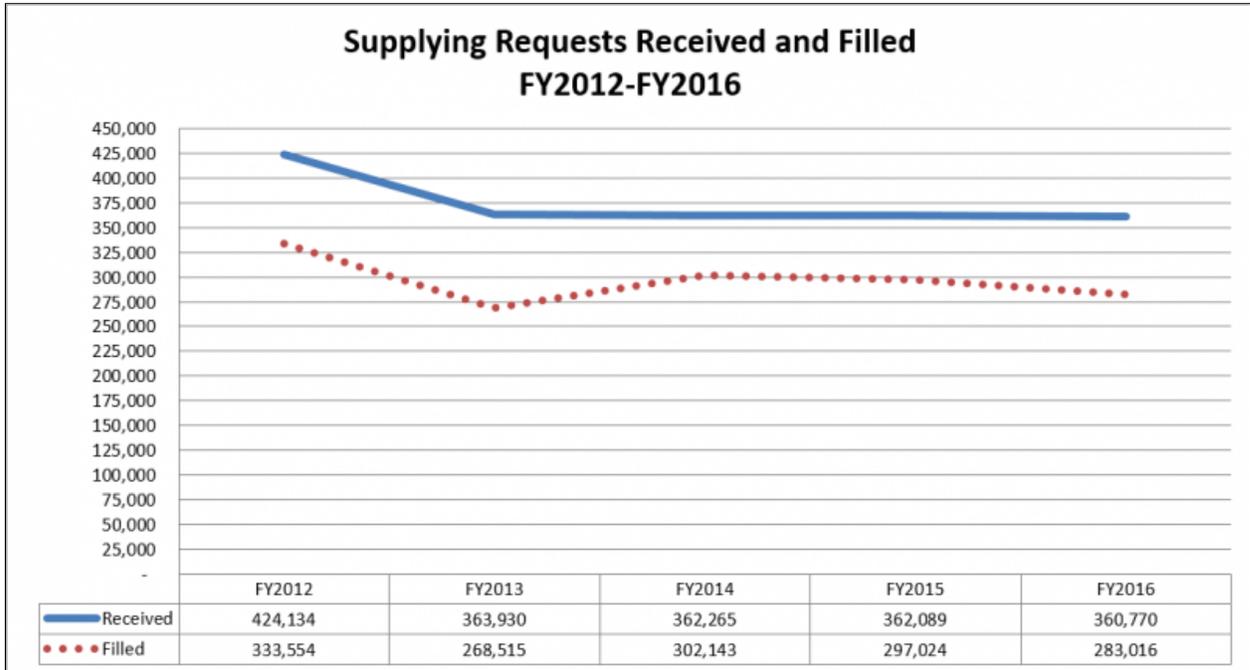


(Figure 7: Returns and Non-returns Requested by Institution Type FY2015-FY2016)

Supplying (Lending):

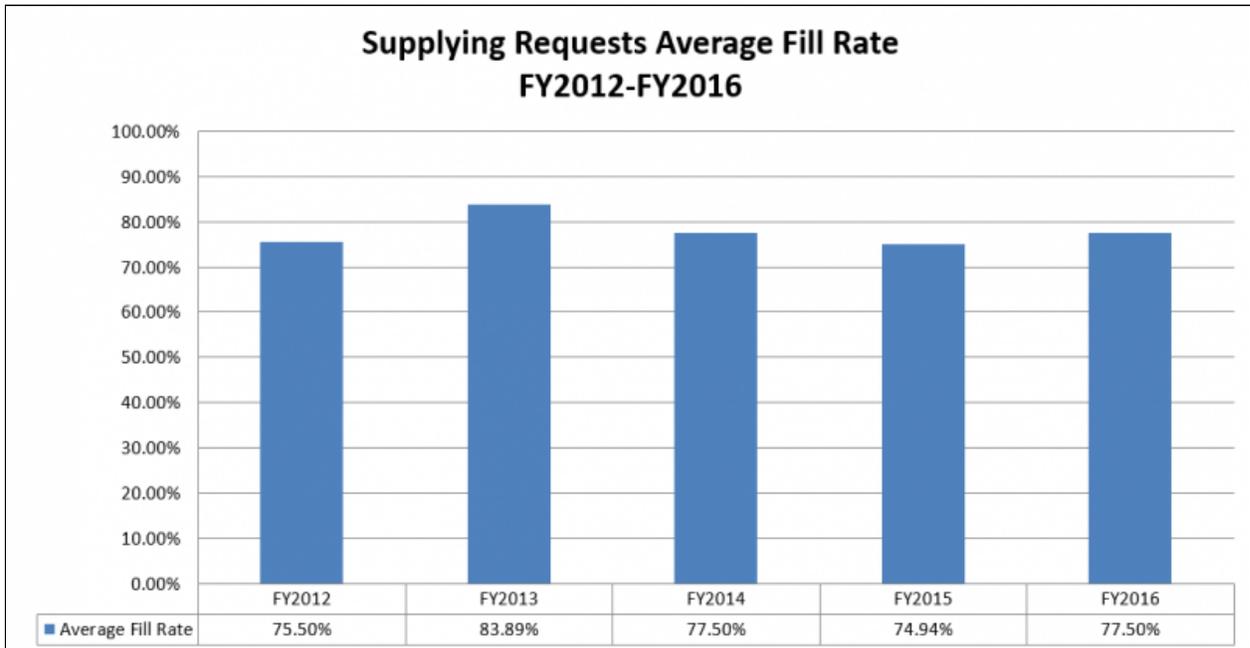
From FY2012 to FY2016 there was a 15% decrease in the number of supplying requests placed as well as the number of supplying requests filled at the 42 libraries that submitted data for both supplying requests placed and filled for all five years. (Figure 8)

- Similar to borrowing requests, the most notable decrease was from FY2012 to FY2013 with a 14.19% decrease in supplying requests placed.
- The year to year average decrease for supplying requests placed for FY2013 to FY2016 was only 0.29%.



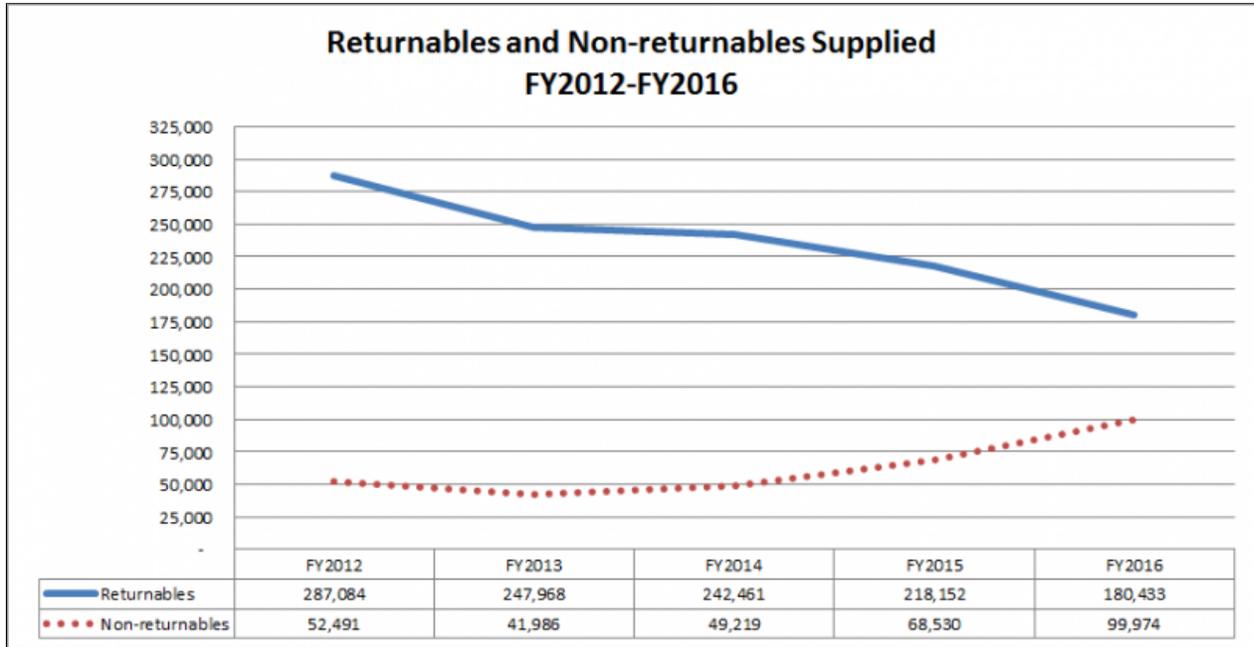
(Figure 8: Supplying Requests Received and Filled FY2012-FY2016)

The average fill rate for supplying requests at the 40 academic libraries that provided data for all five years is around 75-85%, and has remained relatively stable for all five years. (Figure 9)



(Figure 9: Supplying Requests Average Fill Rate FY2012-FY2016)

From FY2012 to FY2016 there was a 37% decrease in returnables supplied at the 41 libraries that provided data for all five years. Conversely there was a 90% increase in non-returnable items supplied at the 36 libraries that provided data for all five years. (Figure 10)

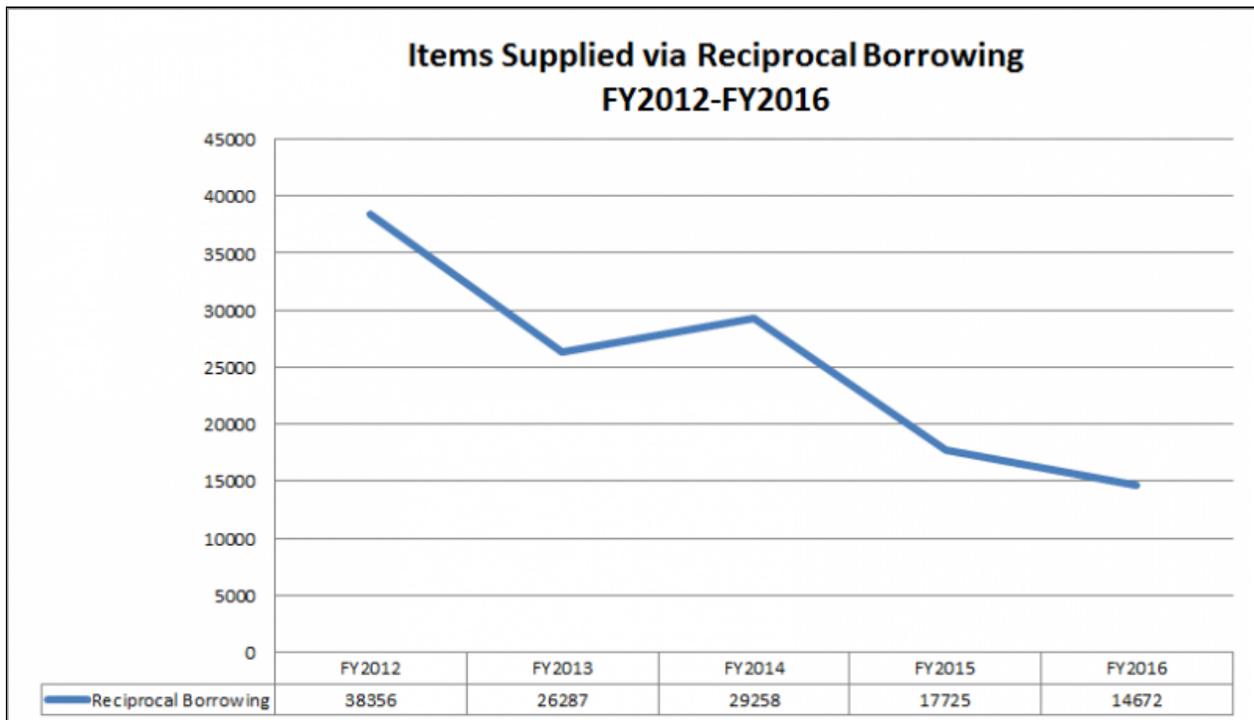


(Figure 10: Returnables and Non-returnables Supplied FY2012-FY2016)

"Items Supplied via Reciprocal Borrowing" refers to when a patron from a library in which there are shared borrowing privileges borrows an item on site at the lending library. This can apply to a patron from one I-Share library visiting another I-Share library and borrowing materials, or if the academic library has a reciprocal borrowing agreement with the local public library or non-I-Share library.

- Some libraries may have misinterpreted the meaning of reciprocal borrowing to refer to the lending of materials through resource sharing agreements and not as the on-site borrowing of materials by patrons from another library; as a result, the numbers reported for reciprocal borrowing may not be fully accurate.

From FY2012 to FY2016, items loaned via Reciprocal Borrowing from the 24 academic libraries that submitted data for all 5 years decreased by 62%. (Figure 11)



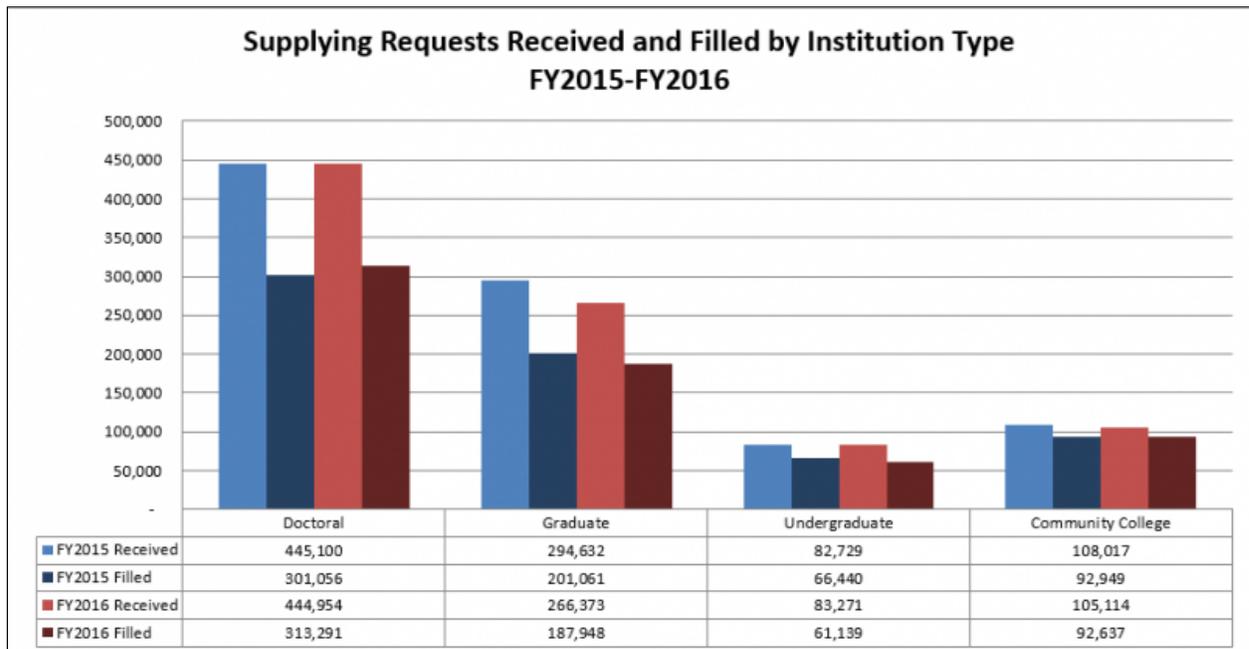
(Figure 11: Items Supplied via Reciprocal Borrowing FY2012-FY2016)

Number of Institutions Providing Data by the Highest Degree Offered (FY2015-FY2016):

Institution Type	Placed	Filled	Fill Rate
Doctoral	20	20	19
Graduate	44	44	41
Undergraduate	21	21	20
Community College	46	49	45

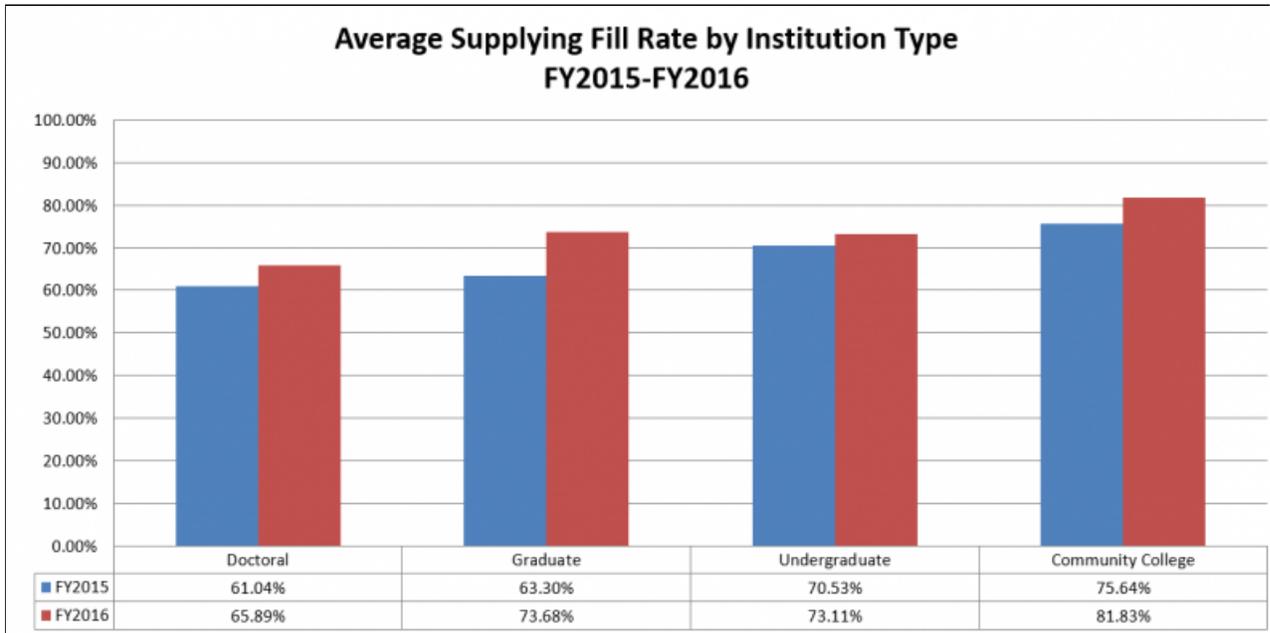
Doctoral granting institutions received the highest number of lending requests. (Figure 12)

- This could be reflective of the type of collections held by doctoral granting institutions.
- Similar to the borrowing requests by institution type, the undergraduate and community college libraries had higher fill rates than doctoral and master’s institutions.



(Figure 12: Supplying Requests Received and Filled by Institution Type FY2015-FY2016)

The average lending fill rate by institution type from FY2015-FY2016 range from around 60% to 80% depending on the institution type. Community college libraries have the highest average lending fill rate for both FY2015 and FY2016. (Figure 13)

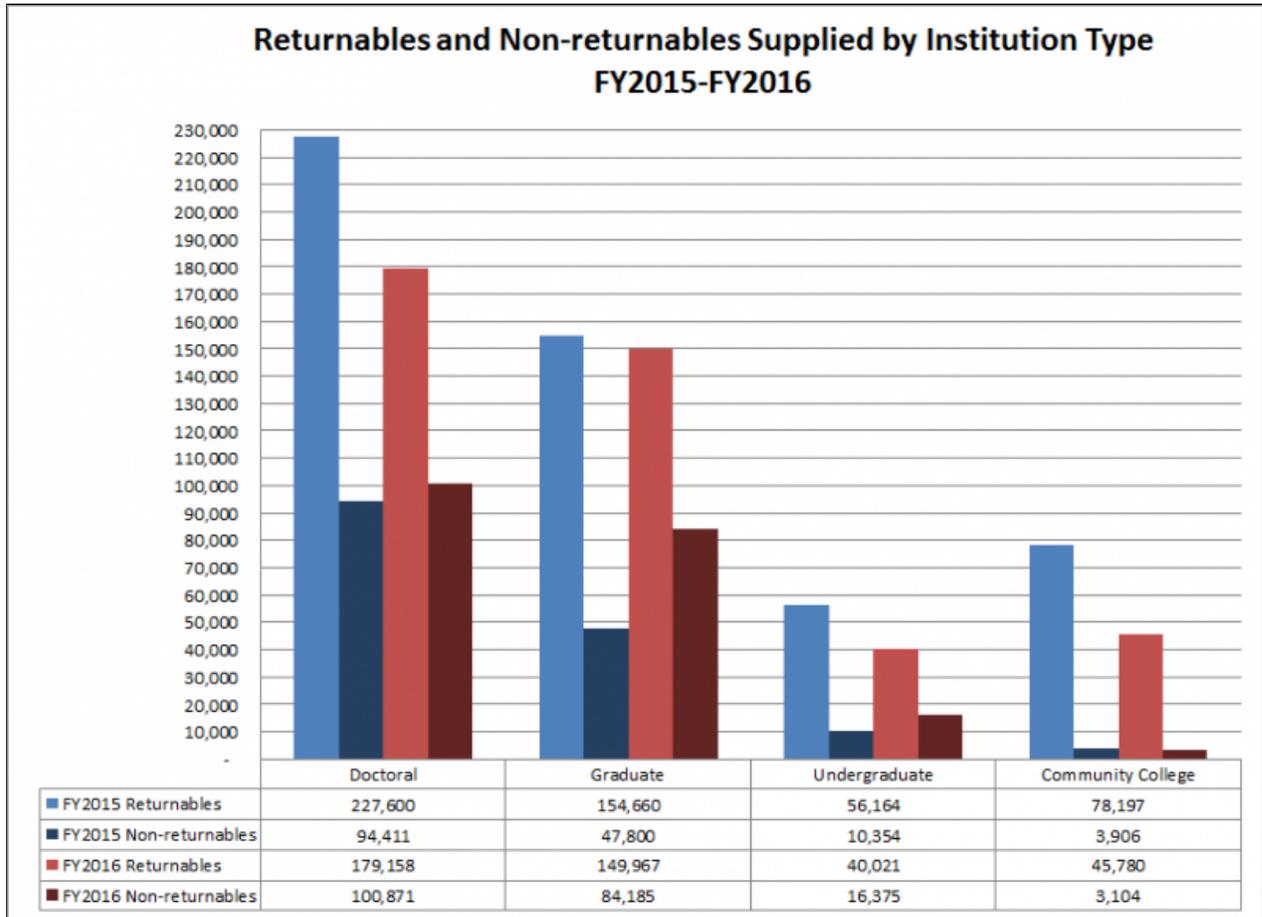


(Figure 13: Average Supplying Fill Rate by Institution Type FY2015-FY2016)

Number of Libraries Providing Data on request type by Institution Type (FY2015-FY2016):

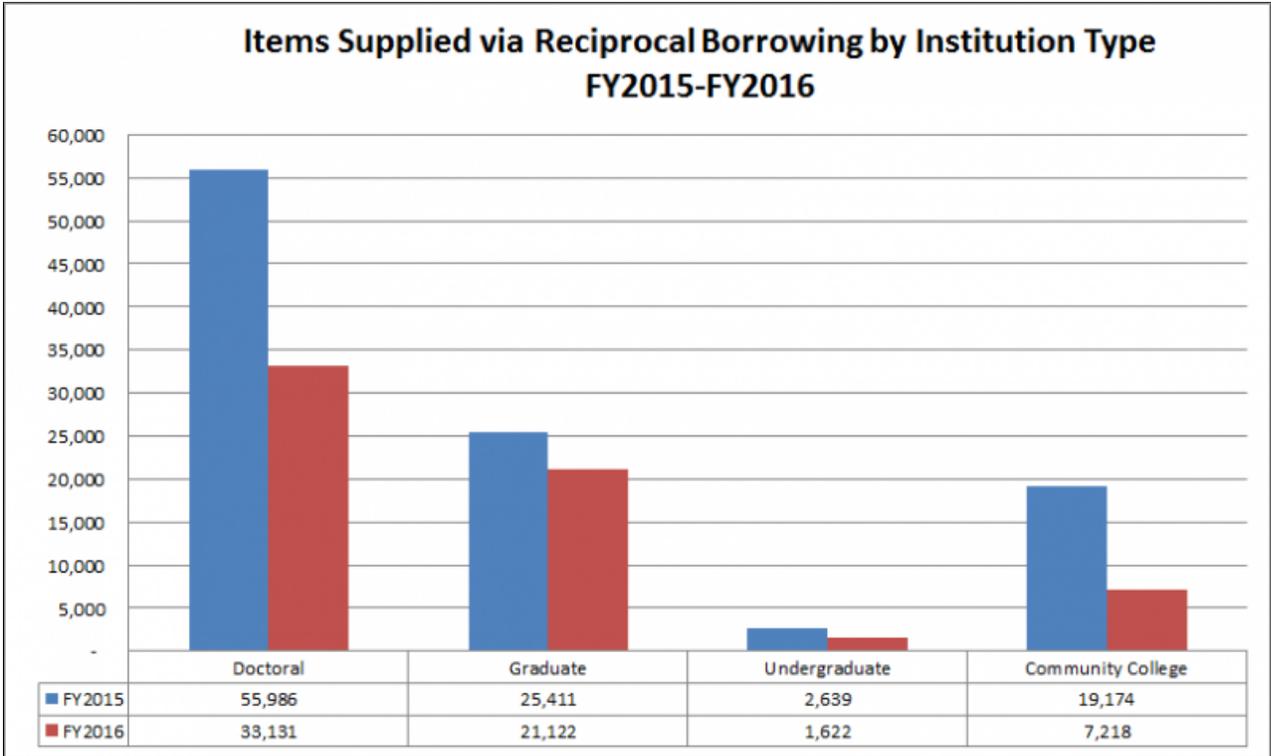
Institution Type	Returnables	Non-returnables	Reciprocal Borrowing
Doctoral	20	20	15
Graduate	44	45	25
Undergraduate	21	16	10
Community College	47	29	19

When looking at the type of items supplied by institution type from FY2015 and FY2016, it is clear that returnable items are the most supplied type of materials. However, the number of returnables supplied did decrease for all institution types from FY2015 to FY2016, and the number of non-returnable items supplied increased for all institution types except for community college libraries. (Figure 14)



(Figure 14: Returnables and Non-returnables Supplied by Institution Type FY2015-FY2016)

When viewing the "Items Supplied via Reciprocal Borrowing by Institution Type" there is a clear drop from FY2015 to FY2016 for all institution types. (Figure 15)



(Figure 15: Items Supplied via Reciprocal Borrowing by Institution Type FY2015-FY2016)

Conclusion

We hope this analysis provides useful data to academic libraries and provides a snapshot of recent trends in resource sharing within Illinois. The data analysis does show that interlibrary loan requests, although declining, remain an inherent value to library services. The Committee feels this study is just a start for further data analysis.

Trends in the data encourage further investigation into these possible connections:

- Trends in campus enrollment
- Changes in patron resource needs
- Library space reorganization; print as smaller percentage of collection
- Faculty involvement in libraries/promotion of library resources
- Cost effectiveness of purchase vs. borrowing material
- The availability of open access content and full text databases
- Licensing options for e-content suppliers

The Committee would like to thank Gwen Harrison, Network Consultant at the State Library, for serving as a liaison between the Committee and Counting Opinions, especially for seeking assistance with technical issues that Committee members encountered while running reports on the data.

References

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- Wiley, L., & Chrzastowski, T. (2005). The impact of electronic journals on interlibrary lending: A longitudinal study of statewide interlibrary loan article sharing in Illinois. *Library Collections and Technical Services*, 29 (1), 364-381.

**2016–2017 CARLI SFX Systems Committee:
Annual Report of Activities**

Members

Lisa Wallis (co-chair), 2016-19, Northeastern Illinois
Lauren Jackson-Beck, 2015-17, Aurora University
Max King (chair), 2015-18, Illinois Institute of Technology
Jeffrey Matlak, 2014-17, Western Illinois University
Andy Meyer, 2014-17, North Park University
Karen Gallacci, 2016-19, Southern Illinois University – Edwardsville
Andrea Imre, 2016-19, Southern Illinois University – Carbondale
Peter Tubbs, 2015-18, Rush University
Cynthia Scott, 2016-18, Benedictine University
CARLI Staff Liaisons: Denise Green and Mary Burkee

Meetings

There was no in person meeting this year. However, several of the committee members met at the CARLI annual for an informal conversation. The monthly meeting was held on the third Wednesday of the month, from 10am – 11:30am. The committee also held SFX Interest Group Open Conference Calls on a quarterly basis (October 13th 2016, January 12th 2017, and April 19th 2017).

- Wednesday April 19, 2017 10:00 am – 11:30 am.
 - Focus on how to activate SFX targets/collections and individual title subscriptions in SFX admin. Sounds simple, right? However, as you all know, can be hard to do in an efficient and effective manner. SFX Systems Committee members will discuss their work improving existing documentation and best practices for such content activations.
- Thursday, January 12, 2017 1:00pm to 2:30pm.
 - We will focus on making SFX more mobile phone or tablet friendly. **Please note: We recorded this conference call** so that those unable to attend may share in the content.
- Thursday, October 13, 2016, 1:00pm - 2:30pm
 - Topics covered display options, direct link, sort services. Approximately 30 users were on the conference call.

Deliverable

The SFX 2017 deliverable is a collection of documents aimed at new SFX administrators in order to bring them up to speed with SFX best practices in the CARLI environment.

The SFX deliverable currently lives in a Google Drive folder, but will shortly be moved onto the CARLI website. When that's done this link below will be out of date:

https://drive.google.com/drive/folders/0B0_ArSNb5nSrczINV2poWFdYdE0?usp=sharing

Discussions

- A discussion of the pros and cons of using EBSCO's title lists for loading A&I material into SFX vs. loading full text material
- Discussion of Open Access, OADOI & Free targets, CARLI beginning to add higher quality targets.

- Discussion about how the SFX Broken Link Report function works, and best practices for that function
- CARLI annual meeting recap
- Co-chair selection (Lisa Wallis volunteered and confirmed)
- CARLI improvement of IPEDS survey data for member libraries

**2016–2017 CARLI SFX Systems Committee Annual Project:
Expansion of Existing SFX Documentation for New SFX Administrators**

The SFX 2017 annual project is a collection of documents aimed at new SFX administrators to bring them up to speed with SFX best practices in the CARLI environment.

Following is the list of sections and writers. The text in parenthesis is the web page section(s) where the text will ultimately reside in the web page pictured below.

- Documentation for Successors (General Information) Karen Gallacci and Lisa Wallis
- Reporting/fixing mistakes in Knowledge Base (KB Mgmt AND Troubleshooting) Jeff Matlock and Andy Meyer
- Display Logic/Interface Options (Interface Design) Andrea Imre
- Usage Stats (Usage Stats and Other Data) Jeff Matlock and Andy Meyer
- Interlibrary Loan (Target Configuration Information) Andy Meyer
- Individual Subscription Activation (KB Management AND General Information) Lauren Jackson-Beck and Karen Gallacci
- Activating Collections (Target Configuration Information AND General Information) Lauren Jackson-Beck and Peter Tubbs
- Mobile Interface (Interface Design) Max King and Peter Tubbs

The current SFX documentation outline is included below:

The screenshot shows the SFX Documentation website. The top navigation bar includes 'PRODUCTS & SERVICES / LINK RESOLVER (SFX) / SFX DOCUMENTATION' and 'SFX Link Resolver (SFX)'. The main header is 'SFX Documentation'. A left sidebar contains a table of contents with expand/collapse controls and links to sections: General Information, Target Configuration Information, KnowledgeBase Management, Troubleshooting, SFX and the OPAC, Interface Design, Usage Statistics and Other Data, User Groups, Related Conferences, Blog Posts, etc., and SFX Webinars. The right sidebar features 'SYSTEM STATUS' (All Systems Active: Systems Online), 'DOCUMENTATION KEY', 'POPULAR DOCUMENTATION TOPICS' (SFX Administration in the CARLI Environment, CARLI's New SFX Administrators Series: Where Do I Start?, Customizing the A-Z List), and 'LATEST NEWS / ALL NEWS »'.

**2016–2017 CARLI Technical Services Committee:
Annual Report of Activities**

Members

Melissa Burel (2015-2018) Southern Illinois University Edwardsville
Keith Eiten (2014-2017) Wheaton College
Jessica Grzegorski (2016-2019) Newberry Library
Ann Heinrichs (2014-2017) Catholic Theological Union
Mary Konkel (2014-2017) College of DuPage
Joelen Pastva (2015-2018) Northwestern University
Nicole Ream-Sotomayor (2016-2019) University of Illinois at Urbana-Champaign
Sandy Roe (2015-2018) Illinois State University
Cynthia Romanowski (2016-2019) Governors State University
CARLI Staff liaisons: Jen Masciadrelli and Nicole Swanson

2016-2017 Accomplishments

- Sponsored a joint forum with the CARLI Collection Management Committee on Collections Data Analysis and Maintenance on Friday April 28, 2017 at Governors State University, University Park, IL. Morning sessions included how to build capacity for collection assessment, ILL data analysis after journal cancellations, and CARLI resources for collections assessment and evaluation. Afternoon sessions followed two tracks, collections and technical services. Collections sessions focused on assessment of e-books and e-journals, radical collection management, COUNTER, and AWStats. Technical Services sessions included how to modify CARLI Access queries, collection evaluation using UB stats, shareable metadata in DPLA, and global database maintenance approaches and tools. A total of 86 library staff from around Illinois attended the day-long event. The forum website can be found at:
https://www.carli.illinois.edu/products-services/i-share/cat/collections_data_analysis_and_maintenance.
- Completed annual project: *Getting Started with Database Maintenance: Using Access Reports and Other Tools to Analyze and Maintain Your Library Database* was created in a webpage format and can be found at: <https://www.carli.illinois.edu/products-services/i-share/cat/getting-started-database-maintenance>. This document is intended for an audience relatively new to database maintenance and working with Access Reports. It will also provide a review for the practitioner more familiar with database maintenance, including some of the tools available to perform this activity. This document is intended to supplement the existing resources that CARLI and its committees have developed over the years.
- The CatER Working Group of the CARLI Technical Services Committee (Melissa Burel, Mary Konkel, Mingyan Li, Sandy Roe, Jessica Gibson, Jennifer Masciadrelli, and Nicole Swanson) completed the revision of the June 30, 2010 report: *Cataloging Electronic Resources/Electronic Resources Display in the OPAC*
https://www.carli.illinois.edu/sites/files/i-share/documentation/secure/cater2009_finalreport.pdf. This included the update of accompanying mini-reports:
 - Monographic e-resources https://www.carli.illinois.edu/sites/files/i-share/documentation/cater_ebooks_mini.pdf;
 - E-journals https://www.carli.illinois.edu/sites/files/i-share/documentation/cater_ejournals_mini.pdf;
 - Batch loading https://www.carli.illinois.edu/sites/files/i-share/documentation/cater_batch_mini.pdf.

- Regularly updated the RDA Resources webpage <https://www.carli.illinois.edu/products-services/i-share/cat/rda-resources> and Calendar of Upcoming RDA Trainings <https://www.carli.illinois.edu/products-services/i-share/cat/rda-resources-upcoming-training>.
- Began using BOX, hosted by the University of Illinois, to store, share, and collaborate on documents. This proved to be a great tool for up-to-the-minute group editing and allowed us to have a common space to hold minutes, agenda, and committee documents until officially posted on the CARLI website. We found this software to be easier to use than GoogleDocs.
- Set a rotating secretary schedule in July for our entire committee year. This assisted committee members in planning ahead for their minute-taking service.

Future Plans

- Feature database maintenance projects: priorities and recommendations, especially in light of I-Share NEXT—clean-ups that would help smooth the transition.
- Provide more training videos for technical services staff –and/or– assist CARLI staff in developing more training videos.
- Capitalizing on the success of our 2017 Joint Spring Forum, plan to collaborate with another CARLI committee on a forum or project to bring different perspectives, broaden membership engagement, provide more opportunities for members to present, and possibly bring down the cost of travel by drawing staff from multiple areas of a library.
- Add a hotlink for users to provide any feedback on our documents, which would generate an email to CARLI. This email could then be funneled to the Technical Services Committee for future revisions and other project ideas.

***2015–2016 CARLI Technical Services Committee Annual Project:
Getting Started with Database Maintenance: Using Access Reports and
Other Tools to Analyze and Maintain Your Library Database***

<https://www.carli.illinois.edu/products-services/i-share/cat/getting-started-database-maintenance>

Our annual project webpage is intended for an audience relatively new to database maintenance and working with Access Reports. It will also provide a review for the practitioner more familiar with database maintenance, including some of the tools available to perform this activity. This document is intended to supplement the existing resources that CARLI and its committees have developed over the years. Database maintenance is a broad term which will be used throughout this document to include activities such as correcting errors and editing/updating bibliographic records or MFHDs in your library catalog, etc.

This document will provide assistance in:

- determining database maintenance project priorities
- finding existing reports, choosing which ones to run, and learning how to run them
- working with the data in your report and making corrections
- walking you through an actual project step-by-step

The document is broken down into the following areas, which can be accessed individually by selecting the section for the area you are interested in reviewing:

1. Learning About What's in Your Database
2. Prioritizing Projects
3. Running Queries
4. Step-by-Step Through a Maintenance Project
5. Working With Report Data

2016-2017 Technical Services Committee

Melissa Burel, Southern Illinois University Edwardsville

Keith Eiten, Wheaton College

Jessica Grzegorski, Newberry Library

Ann Heinrichs, Catholic Theological Union

Mary Konkol, College of DuPage

Joelen Pastva, Northwestern University

Nicole Ream-Sotomayor, U of Illinois at Urbana-Champaign

Sandy Roe, Illinois State University

Cynthia Romanowski, Governors State University



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I-Share

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Getting Started with Database Maintenance: Using Access Reports and Other Tools to Analyze and Maintain Your Library Database

- ▶ [Step 1 - Learning About What's in Your Database](#)
- ▶ [Step 2 - Prioritizing Projects](#)
- ▶ [Step 3 - Running Queries](#)
- ▶ [Step 4 - Step-by-Step Through a Maintenance Project](#)
- ▶ [Step 5 - Working with Report Data](#)

▼ Step 4 – Step-by-Step Through a Maintenance Project

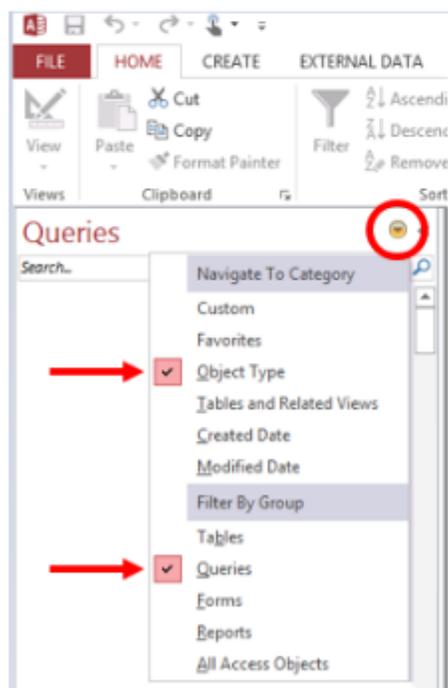
STEP 4A - → OC6H. BIB RECORD 035 \$A CONTAINS SECOND OCLC NUMBER

This is a 2-query process to identify the presence of a second OCLC number in bibliographic records. A third, optional query, identifies the operator ID associated with the transaction that introduced the second OCLC number so that preferences in OCLC Connexion can be double-checked. Identified problem records can be corrected with a shared macro that deletes the second 035 field when given an input file of bib IDs.

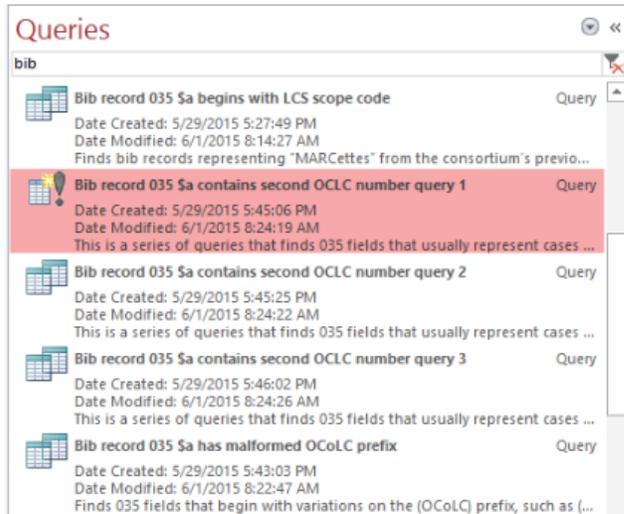
This project is commonly referred to using the prefix "OC," based on CARLI's maintenance priority framework. "OC" means that this is a task that should be undertaken occasionally.

Running the queries

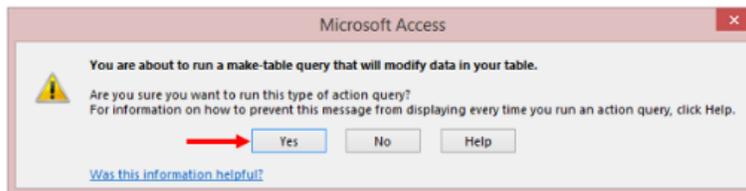
1. In your Access database, click on the downward arrow in the title of the menu on the left-hand side. Select "Object Type" and then "Queries."



2. In the Queries list, select the query "Bib record 035 \$a contains second OCLC number query 1." Double-click the query, or right-click and select Open.

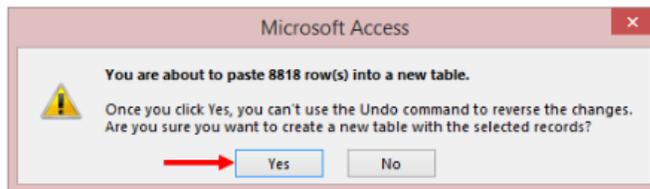


3. When prompted about modifying data in your table, click Yes.



4. If you haven't already logged into your database, you will be prompted to enter your password at this time. Enter your password and click "OK." This will start running your query.

5. Once the query is done, you will be prompted to paste rows into a new table. Select Yes.



- Returning to the Queries list, run the query "Bib record 035 \$a contains second OCLC number query 2."

Queries

bib|

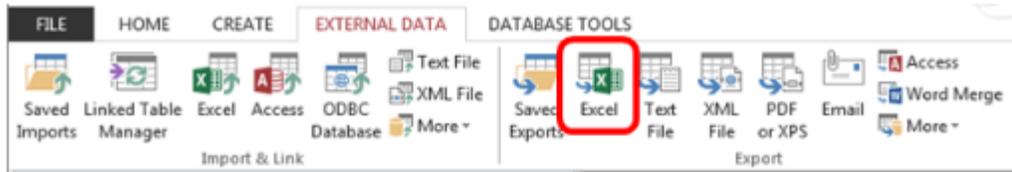
- Bib record 035 \$a begins with LCS scope code** Query
 - Date Created: 5/29/2015 5:27:49 PM
 - Date Modified: 6/1/2015 8:14:27 AM
 - Finds bib records representing "MARCettes" from the consortium's previo...
- Bib record 035 \$a contains second OCLC number query 1** Query
 - Date Created: 5/29/2015 5:45:06 PM
 - Date Modified: 6/1/2015 8:24:19 AM
 - This is a series of queries that finds 035 fields that usually represent cases ...
- Bib record 035 \$a contains second OCLC number query 2** Query
 - Date Created: 5/29/2015 5:45:25 PM
 - Date Modified: 6/1/2015 8:24:22 AM
 - This is a series of queries that finds 035 fields that usually represent cases ...
- Bib record 035 \$a contains second OCLC number query 3** Query
 - Date Created: 5/29/2015 5:46:02 PM
 - Date Modified: 6/1/2015 8:24:26 AM
 - This is a series of queries that finds 035 fields that usually represent cases ...
- Bib record 035 \$a has malformed OCoLC prefix** Query
 - Date Created: 5/29/2015 5:43:03 PM
 - Date Modified: 6/1/2015 8:22:47 AM
 - Finds 035 fields that begin with variations on the (OCoLC) prefix, such as (...)

- After a few minutes, your results should appear in the display window. The number at the bottom of the results shows the number of records returned from your query.

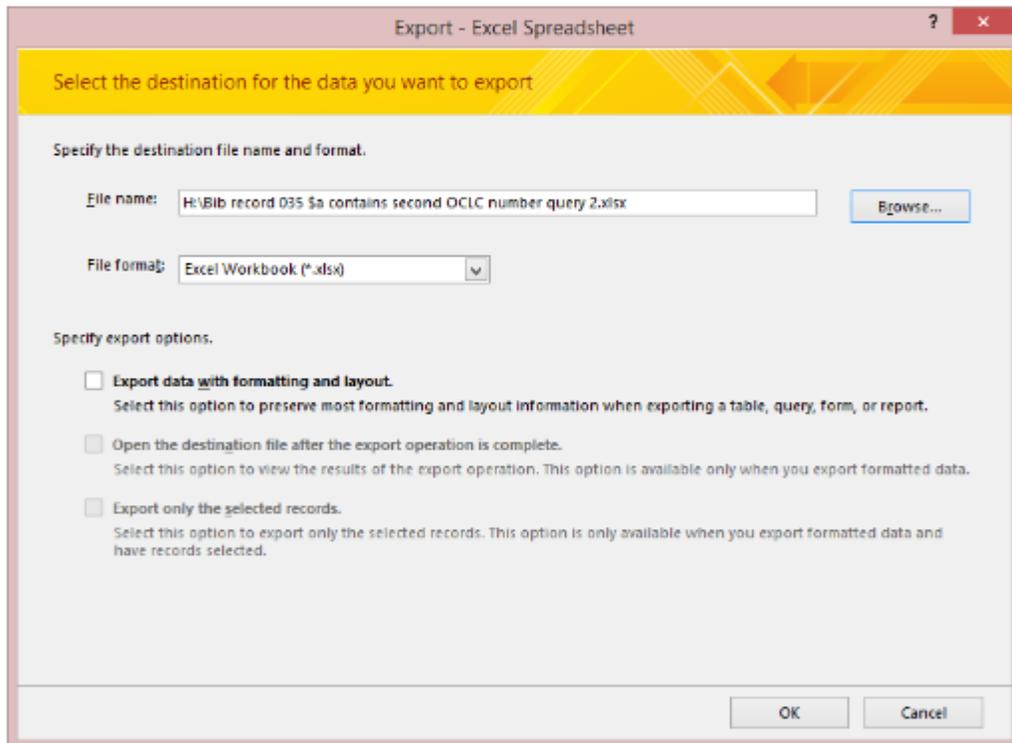
Bib record 035 \$a contains second OCLC number query 2

BIB_ID	TITLE_BRIEF	2ndOCLCNumber	DISPLAY_HEADING	NORMAL_HEADING
1001139	This life I've led; my autobiography,	(OCoLC)1209970	(OCoLC)ocm01209970	OCOLC 01209970
1035628	Economics of the international patent	(OCoLC)181961	(OCoLC)ocm00181961	OCOLC 00181961
1055678	Modern China.	(OCoLC)1799219	(OCoLC)ocm01799219	OCOLC 01799219
1055708	American foreign relations.	(OCoLC)2159100	(OCoLC)ocm02159100	OCOLC 02159100
1059071	Inter-American economic affairs.	(OCoLC)1695997	(OCoLC)ocm01695997	OCOLC 01695997
1065349	Yale French studies.	(OCoLC)1770272	(OCoLC)ocm01770272	OCOLC 01770272
1067487	Technological society.	(OCoLC)242417	(OCoLC)ocm00242417	OCOLC 00242417
1069216	Republic of China.	(OCoLC)9531207	(OCoLC)ocm09531207	OCOLC 09531207
1070401	Solid state physics.	(OCoLC)1623882	(OCoLC)ocm01623882	OCOLC 01623882
1075666	Journal of economic theory.	(OCoLC)1754545	(OCoLC)ocm01754545	OCOLC 01754545
1077893	Radio instruments and measurement:	(OCoLC)665598	(OCoLC)ocm00665598	OCOLC 00665598
1082307	Small urban spaces; the philosophy, d	(OCoLC)65295	(OCoLC)ocm00065295	OCOLC 00065295
1089259	International affairs.	(OCoLC)8698894	(OCoLC)ocm08698894	OCOLC 08698894
1096210	False prophets /	(OCoLC)1375400	(OCoLC)ocm01375400	OCOLC 01375400
1098034	Papers of Benjamin Franklin /	(OCoLC)310601	(OCoLC)ocm00310601	OCOLC 00310601
110718	Television advertising copy research f	(OCoLC)9831007	(OCoLC)ocm09831007	OCOLC 09831007
1107468	Quarterly national accounts /	(OCoLC)9774174	(OCoLC)ocm09774174	OCOLC 09774174
1108638	Who knows, and what, among author	(OCoLC)1669740	(OCoLC)ocm01669740	OCOLC 01669740

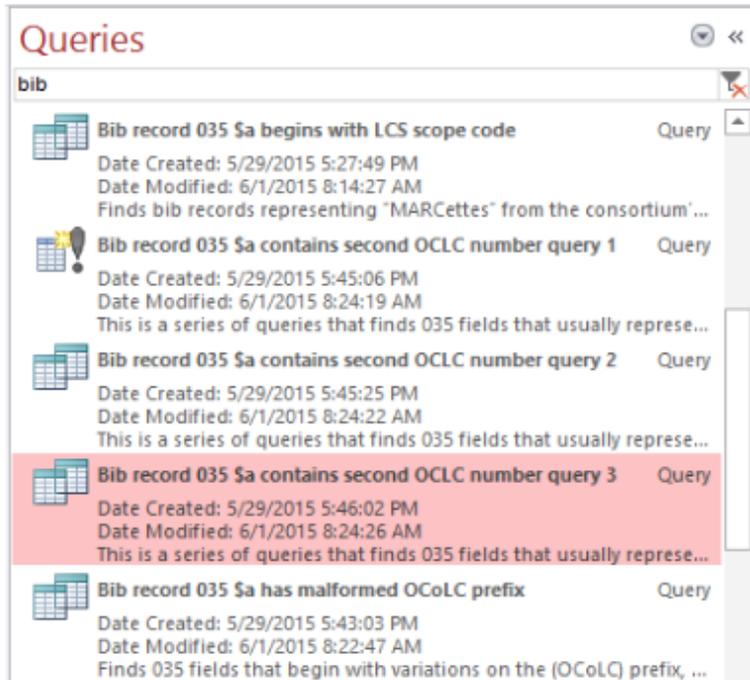
Record: 14 of 1332



- In the pop-up box you will need to select the destination for your Excel report, by clicking "Browse..." and navigating to the report's desired location. If desired, specify your export options in the lower half of the box.



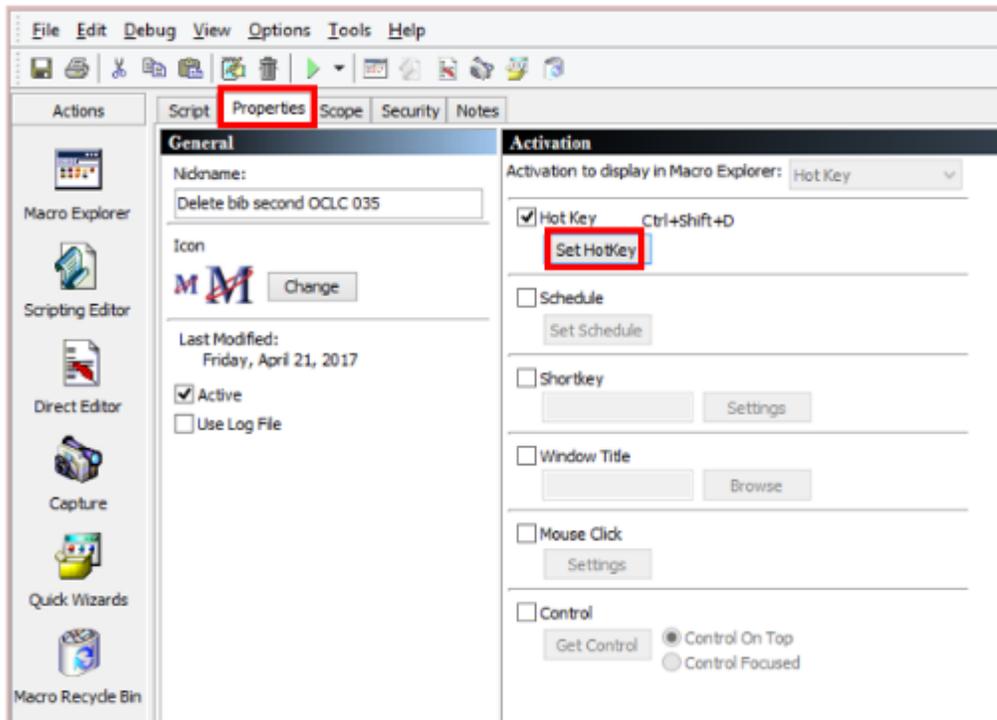
- From the Excel file, pull bib IDs into Notepad and save the file to your desktop with the filename **bib035_dels.txt**. These bib IDs will be used by the shared macro to delete the second 035.
- To get a list of associated operator IDs, run the query "Bib record 035 \$a contains second OCLC number query 3."



12. If a particular operator ID shows up frequently, verify that their OCLC Connexion export settings follow → [CARLI's recommendations](#).

Setting up and running the macro to fix identified records

1. Download the DELBIB_SECOND035A.mex file from CARLI's → [Macros for the Voyager Cataloging Client](#) page.
2. To import the macro to Macro Express, follow the instructions in CARLI's [Using Macro Express](#) document, beginning on page 2.
3. After importing the macro, double-click to open it and click the Properties tab. In the Activation pane, click Set HotKey to define the keystroke that will be used to activate the macro. After setting the HotKey, click File > Save.



4. Before running the macro, make sure your Voyager settings are set to the following:
 - Set "Display MARC Views maximized" in the General tab
 - Do NOT set (uncheck) "Add a subfield 'a' to new field" in General tab
 - Set the Validation tab to bypass all types of validation, including ISBN/ISSN
 - Set "Suppress confirmation message upon successful save" in Work Flow tab
 - Set the Colors/Font tab to use a Unicode font (Arial Unicode MS preferred)
 - Set "Font Size" to 10 in Colors/Fonts tab
5. **It is strongly recommended that you test the macro on a small number of records before proceeding with a full run.** Instructions for testing the macro can be found on page 15 of CARLI's [Using Macro Express](#) document.
6. Once you verify the macro is working as intended, you can proceed with a full run. Be aware that Voyager Cataloging cannot be used while the macro is in progress. If you have a large number of records, you may want to run the macro on a dedicated machine, or divide the file into smaller batches.

Please view the full *Getting Started with Database Maintenance: Using Access Reports and Other Tools to Analyze and Maintain Your Library Database* webpage at:
<https://www.carli.illinois.edu/products-services/i-share/cat/getting-started-database-maintenance>.