

**<CHAPTER>Chapter 5****<CT>Library Collection Building: The Interlocking Functions of ILL, Acquisitions, and  
Collection Development****Kerri Goergen-Doll, Angela Rathmel, and Lars Leon**

Interlibrary loan (ILL) transactions are designed to meet specific requests for information. Acquisitions and collection development decisions, on the other hand, are traditionally made with an eye toward anticipating future information needs. Acquisitions staff members generally purchase information as decided by collection development processes although they, or ILL staff, can also purchase material requested by library users through ILL. Librarians can enable such “purchase-on-demand” or “buy versus borrow” programs to supplement, or even supplant, traditional collection development and acquisitions, especially when buying is quicker or less expensive than borrowing, when an item is likely to be of use to more than one local library user, or when something is unavailable for borrowing (for instance, because it is too new). In addition, ILL request data can be used to better inform collection development decisions regarding what information local library users are requesting. Staff in ILL, acquisitions, and collection development can also all use the same procedures and software to communicate, process requests, and collect such data. Some libraries, therefore, are combining these three related functions into one department, or finding new ways for these functions to work more closely and communicate more smoothly, enabling librarians to better serve user needs for information access.

This chapter explores the experiences of two libraries, Oregon State University (OSU) and the University of Kansas (KU), that have made changes to their respective organizational

structures in order to better meet the information needs of their communities. Changes in technology and in the scholarly publishing landscape, increased expectations of users for immediate access to information, and shrinking library collection budgets prompted librarians at both institutions to review the relationships and effectiveness of previously siloed collection development, interlibrary loan, and acquisitions units. Both libraries have now found ways to organize ILL and acquisitions departments to better support collection development. These examples of successful cooperation within libraries mirror the success that ILL staff already enjoy by working closely with colleagues at other libraries, and provide a model for library staff in any and all libraries interested in collaborating more closely or combining functions and departments within a library.

## <H1>Library Organization

Although KU and OSU are large academic libraries, the environmental challenges and operational demands that they face are broadly applicable to all libraries. Every library also has an organizational chart that outlines its decision-making hierarchy, communication channels, and the major groupings of staff needed to do the functional and strategic work of the library. In a small public, special, or academic library where staff size also tends to be small, a library director making staffing and budget decisions may also be responsible for collection development. In a large library with more staff, the organization chart fills out and there are more lines connecting the individuals who process orders or work at the reference desk to those who manage the budget, and finally to a dean or director, who sets the library's strategic vision (and who, in turn, reports to others in a larger organization or community).

No matter the size or type of library, it should be organized in a way that supports existing activities that are serving user needs, as well as translating service goals, missions, and strategic plans into concrete actions that serve the needs of library users even better, whenever and wherever possible. Even as librarians focus on meeting current user needs, those needs continue to evolve, as will the technologies and procedures that librarians use to meet them. Thus, it is periodically, if not regularly, necessary to realign the organization of the library to ensure that there is an efficient use of resources, as well as clear lines of communication and shorter feedback loops in place.

Collection development services can be organized on a continuum from functional (the selecting of monographs within a specific subject area) to client-based models (supporting the collection needs of a specific user group) (Johnson, 2014). By broadening the definition of what is considered a functional collection development role, it becomes clear how those with roles in ILL and acquisitions can be better situated within a collection development framework. Even in a client-based model, the interactions of ILL staff with library users provides them with ample opportunity to gather data about user needs and expectations that could be used to improve access to needed information.

Librarians have always looked to users for purchase recommendations but the concept of “purchase on demand” first appears in the library literature around the beginning of the twenty-first century (Perdue and Fleet, 1999). The economic recession that began in 2008 affected many libraries requiring a reallocation of money away from the Sisyphean task of building collections that meet all the needs, or potential needs, of all users now and into the future making purchase on demand more palatable. In all libraries, other than national libraries which receive copies of all copyrighted material, budget cuts and rising prices made it impossible to maintain a status

quo of buying material “just in case” it came to be needed. Instead, collections departments were asked to more closely scrutinize the cost per use of physical and electronic material including “evaluating and assessing collections and related services, including identifying gaps that should be addressed” (Johnson, 2014). As data became increasingly important in determining the value and use of collections by library users, ILL departments were able to supply information about what resources were being requested through ILL. This data uncovered information needs and gaps in local collections but only after the need for the material had already passed as opposed to filling both the ILL request and that collection gap at the time of user need.

In much of the literature regarding the building and maintaining of a library collection, emphasis is placed on understanding the needs of the local user community (Disher, 2014; Johnson, 2014; Wyatt, 2014). Although collection development librarians can do outreach and environmental scans, ILL staff enjoy direct knowledge of what information their community members are requesting and this allows for an intimate understanding of what resources are needed, in what format they are needed, how quickly they are needed, and oftentimes, for what purpose (e.g., grant writing, thesis and dissertation writing, patent research, etc.). This valuable, relevant, free, internal data should be a tool of first resort when considering ways to select collection material for local library users.

This is why many librarians have begun exploring and establishing successful “just in time” purchasing programs, using requests submitted through ILL to initiate purchases and to buy, rather than borrow, material (Nixon, Freeman, and Ward, 2010). This new service, in turn, opens up the possibility of realigning the library organizational chart and enabling ILL and acquisitions staff to work more closely together in support of a collection development plan that provides access to material known to be needed by local library users. Of course, the issue of

building collections of material that people may find valuable, but do not know that they need, is also important to address. Certainly, some collection development decisions and a portion of the collection development budget can and should be kept available for such purchases. It then becomes a question of the percentage of budget devoted to “just in time” versus “just in case” decisions, as well as the varying missions of specific library collections.

Not only is the concept of acquisitions and ILL staff working together to fulfill purchase on demand requests now established, new tools have become available to support this work. For example, the Getting It System Toolkit (GIST) created by the Milne Library staff at SUNY Geneseo with support by the Information Delivery Services (IDS) Project was ready for public adoption in 2010 (Pitcher et al., 2010). GIST uses ILLiad management software to move requests from ILL queues to acquisitions, enabling staff to communicate with each other and with the requesting library user as the material is processed. This narrows the communication channels and shortens the feedback loops between staff in ILL, acquisitions, and collection development and expedites purchasing decisions. It also provides opportunities to support the needs of library users through collaborative efforts by traditionally independent library units.

In the book *Innovative Redesign and Reorganization of Library Technical Services* (Eden, 2004) and its sequel *More Innovative Redesign and Reorganization of Library Technical Services* (Eden, 2009), the focus is on how external and internal factors inspired, if not forced, staff and supervisors working in technical services to reevaluate their work and roles. These books highlight case studies of librarians who looked at their traditional organizational structures and modified them to address issues such as technology and software changes, the evolving roles of librarians and support staff and, most important, better meeting the needs of users.

Traditionally defined technical services units (e.g., cataloging, acquisitions, electronic resource management) are reorganizing in some libraries so that, for example, monograph cataloging and acquisitions are no longer independent units but can now work together in order to create efficiencies in getting print books to users as quickly as possible (Fletcher and Peck, 2013). Patron driven acquisitions (PDA) of e-books provides another opportunity to take advantage of technology and provide users with more immediate access to content that a library has yet to purchase or license. The setup and options for PDA are flexible and can be aligned to a library's budget and the content needs of its community. An assortment of library PDA experiences can be found in the book *Customer-Based Collection Development* edited by Karl Bridges (2014).

On the public service side (often including circulation, reference, reserves, and ILL), some librarians are also merging related functions, such as ILL and circulation (Austin, 2010) to the same end of creating efficiencies in workflow that benefit library users who, as a result, can gain access to material and services more quickly. One of the challenges involved with merging ILL, acquisitions, and collection development functions concerns the integration of what is, in some libraries, a traditional technical service unit, such as acquisitions with a traditional public service unit, such as ILL. However, with the emergence of more digital information and open access (OA) materials as a predominant format for acquisitions, access, and the sharing of library resources, technical and public workflows can and should operate more interdependently. In acquisitions departments, this means more immediate interactions with library users and faster turnaround expectations than traditional print workflows offer. For ILL departments, this means providing access to information in more ways including navigating the complexities of licensing, copyright and fair use, and digital rights management restrictions on information sharing. For

both ILL and acquisitions, it means expanding the possibilities and workflow procedures for how information is obtained, and reconsidering how library departments are organized.

The examples of Oregon State University and Kansas University libraries presented here detail two examples of how librarians can merge departments or functions efficiently and effectively in order to better provide access to information for their communities. The biggest challenge for rethinking the effect of changes in the scholarly publishing landscape with respect to organizational structures and workflow is not just how digital discovery and delivery are “different than print,” but how they create different user experiences and expectations for what can be acquired and delivered by librarians for their communities. These expectations exist among users of public libraries and special libraries, as well as academic libraries.

## <H1>Library Organization Case Studies

### <H2>Oregon State University

Oregon State University Libraries & Press (OSULP) holds a physical collection of 2 million volumes. OSULP has moved away from a collection model that focused on building a research collection for the ages to a model that focuses on immediate access to information needed by current users. This model encourages the purchase of electronic formats, rather than print, so that access to the same content is possible at multiple physical campus locations, the numerous remote and extension offices across the state of Oregon, and the more than 10,000 students of the Oregon State University distance learning program, Ecampus. The shift of OSULP to focus on immediate access via electronic resources has required several organizational adjustments with respect to how librarians provide access to library users.

The resulting department has the formal name of Resource Acquisitions & Sharing (RAS) but is known internally to OSULP as the “Get It” department (Chadwell and Nichols, 2012) because the mission of all constituent units is to remove barriers to access and ensure that library users have access to the material they need, at their point of need (or shortly thereafter). With this mission in mind, the new department is empowered to just get access to needed content without requiring library users to understand the mechanisms by which their requests are filled. It is easy for library units to remove, or at least to lower, barriers to information access by establishing more efficient communication channels with staff members who now work in one department and share one department head, leading the charge. Any feedback on services is also easily collected, analyzed, and distributed, and any negative feedback regarding services can receive the attention and collective problem solving wisdom of staff in all the units involved enabling services to be continually improved upon.

<<<INSERT Figure 5.1. Caption: New Model for OSU Resource and Acquisitions Sharing.

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Figure 5.1 outlines the current organization of the new Resource Acquisitions & Sharing Department. The department consists of a resource sharing unit that includes interlibrary borrowing and lending, document delivery, and borrowing and lending via Summit, which is a service provided by and to the members of the Orbis Cascade Alliance membership. The department head is also the unit manager for Resource Sharing. Collection Development is led by the department head with the support of the Collections Council. The membership of this council includes standing appointments for the acquisition and collection maintenance unit

manager, the Collections Assessment Librarian, and the head of the Guin Library, a branch library of OSULP. Two librarians also have two-year appointments to the Collection Council in order to offer general subject expertise. The acquisitions and collection maintenance unit is led by a unit manager and responsible for the entire acquisitions life cycle of both print and electronic resources.

As this model is less than two years old and has only been fully staffed for less than a year, OSULP will allow the model to function as intended and evaluate its performance before making any major modifications. One area that will see a small modification is the Collection Council model. As OSULP is hiring new librarians, collection development experience is not a requirement. As those newer librarians with limited collection development experience under the OSULP model join the rotation of the council, two years may not seem long enough to learn and then apply collection development skills. For tenure track librarians, the change in their duties and possibly their research agenda after two years can impact their dossier. A better scenario for all might be to have membership commitments last three to five years. Another membership change would be to include a librarian with OA experience or interests to the Collection Council membership in order to help align the goals of OSULP supporting OA through collection development. Another area to review for future changes will be the remerging of monographic acquisitions and ILL staff into one unit so that they can more efficiently obtain print material requested by library users. Four years ago, acquisitions and ILL were combined into one unit. Although the merger was successful, especially in the print monographs area, the need to support the life cycle of the many electronic resources of OSULP was addressed by the current organizational model of RAS, and the two units were subsequently split with some staff continuing to be shared between monographic acquisitions and ILL.

## <H2>University of Kansas

The University of Kansas (KU) holds a collection of 4.7 million volumes and spends approximately 75 percent of its content budget on electronic resources. While a decline in traditional print acquisitions is associated with a reduction of resources devoted to some associated workflows, it also creates needs for increased resources to workflows like licensing and borrowing. This, in turn, creates greater specialization and exceptions to workflows. Budget cuts—both actual and the result of inflation and flat budgets—have meant ongoing cancellation reviews and an increased need for the assessment of acquisitions, electronic usage, and resource sharing data. The changing scholarly landscape and the increasing availability and drive toward OA resources also changes the ways librarians discover, acquire, and deliver resources. All of this means a shift in the way the entire library organization does business.

In 2012, KU Libraries launched a 4-Goal Strategic Plan that included developing and assessing an effective organizational structure to support the goal of increasing access to digital information. The resulting organizational design outlined four major divisions intended to shift the out-facing focus from collections-focused services to user activity-focused services. This structure also recognizes that collections decisions are increasingly driven by demand and that more service support is needed in areas like digital research, data management, and instruction. This restructuring resulted in a Content & Access Services division, which brought together Acquisitions, Resource Sharing, Content Development, and User Services, and includes oversight of five library sites and a high-density storage facility. As this division experienced a swell of library faculty and staff retirements, the library administration decided to address some of these staffing needs through further merging of the Acquisitions and Resource Sharing

departments. These departments had previously operated as a single department from 1996-2006 called Retrieval Services. Since that time, they have always been geographically located in the same space of the library building.

<<<<INSERT Figure 5.2. Caption: New Model of KU Acquisitions and Resource Sharing.

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Prior to the new organizational structure outlined in Figure 5.2, these departments consisted of two department heads, five units, six supervisors (some of whom would alternate supervision responsibilities each year), and several unofficial dotted reporting lines. The newly merged Acquisitions and Resource Sharing department reviewed a total of six proposed organizational models that redistributed managers and staff into three distinct units and evaluated each model against criteria directly tied to the project outcome for addressing change in the immediate environment to support e-resources and the changing scholarly landscape.

The next step for this new department at KU will be the creation of a single service point for users to interact with staff more easily. A unit devoted to information management will also utilize information gathered on a continual basis and help librarians manage limited resources and respond more flexibly to changes. Qualitative assessment of user needs and satisfaction will always be vital. New workflows that truly merge previously distinct workflows will call for new types of assessments. Centralizing information management and service points makes these assessments and associated workflows more practicable. For example, at KU there will not be a hand-off from one unit to another for purchases on demand. Instead, a new workflow will be established that keeps library patrons informed about what is happening and efficiently passes

their requests through the process of submission to completion. Both the effectiveness of this workflow, as well as patron awareness of how to best access information will be assessed.

## **<H1>Transforming Services and Confronting Challenges**

Library services are transformed in many ways by these sorts of functional departmental mergers beyond the outcomes described in these two case studies. In both cases, the motivation for change was the larger organization's strategic priority to transform its libraries in response to developments in the larger scholarly publishing landscape and changing user behaviors with respect to digital information resources. Those key transformations within the libraries include improving the service mind-set of all library staff members, developing staff skills, and changing the organization and workflow to be more efficient. Success, however, relies upon more than efficient staff members and an efficient structure. It requires increased attention to assessment, communication throughout the information supply chain, and flexibility within libraries and their staff as they respond to, and proactively address, continual changes in the information world.

## **<H2>User Experience**

At both KU and OSU, library strategic plans called for shifting the focus from provision of content to services related to new uses of content with a greater emphasis on support for teaching and research. This increased attention to local library patron needs, and external stakeholder (e.g., community members, university administrators, and state legislators) priorities, influenced both how the new organizations were structured to meet those needs and the expectations of how the staff would work to meet those needs.

This is not to imply that previous organizational structures did not also support library user needs. Many organizations combine ILL and circulation functions precisely because both focus on user interactions and help people get access to information. Most collection development done in libraries, however, relies on subject liaisons to request purchases, and so acquisitions staff members traditionally see those librarians as their primary users or customers, rather than their library end users. Changes in the use of new formats and services creates more opportunities for members of a library community to directly request needed information and conveys the value of gaining immediate access, rather than working through one or several intermediaries. As staff communication skills are enhanced, both directly and indirectly, it becomes clear that library users want immediate access to information, and how that information access impacts the research, teaching, learning, and the business and personal information needs of the library community.

Examples of direct communication skill enhancement focus on workshops and other learning opportunities in which staff participate. Communication skills are further built through indirect means such as learning through various interactions with customers. Library users and external stakeholders both want to know whom to contact when they have certain questions, how to easily do so, and they expect accurate responses in a reasonable amount of time. These needs are not new. Still, some library staff members may never have been required to communicate as much, or in as many different ways, directly with library users. KU's approach to addressing this need is the creation of a consolidated single service point that manages all department e-mails, as well as phone, instant messaging/texting, and in-person communication. Although OSU does not have a consolidated service desk, the establishment of communication channels (phone, e-mail, and chat) for fast referrals and response times are in place. Having e-mail queries and request

submissions go to a general e-mail account that is accessible by multiple staff members ensures timely responses even when one or two staff members are out of the office.

OSU now has an updated online purchase request form on its library webpage. It includes relevant criteria needed in order for library staff to make ordering decisions; the criteria are similar to that used for ILL purchase-on-demand decisions. To create further efficiencies for library staff members and library end users, the ability to request that a purchased item be added to course reserves was also added. After filling out this form, an e-mail is generated and sent to staff in acquisitions and course reserves (when applicable). Then, staff can easily communicate with each other and the user who made the request. This is more efficient because the library user only has to fill out one form, does not need to figure out which librarian to direct the request to, and does not have to wait for a collection development librarian to respond to the request. Collection development librarians see requests that fall only outside of established criteria, otherwise acquisitions staff just obtain the material needed. Communication regarding any availability delays is conducted between the person who knows what they requested and the person who knows how to find and order what is needed. KU has a similar form for reserves that bypasses collection development review, unless it falls outside certain criteria. KU's process also includes a separate "suggest-a-purchase" form. However, unlike OSU, requests through this form do go through a centralized collection development review process first. Then, staff in acquisitions and resource sharing pursue the order and communicate directly with patrons, should there be any questions or when they need to notify them that information is available for their use.

The benefits to library users of simpler and quicker fulfillment of information requests is felt by both acquisitions and interlibrary staff as they receive thanks and see their direct impact

on the educational, business, and personal goals of their library users. These rewards and feeling of professional satisfaction may result in even further motivation to develop skills and find efficiencies in library work.

## <H2>Developing Staff Skills

Any new work model or workflow change relies on staff members who understand what they are doing, why, and how. Staff members who can develop all the skills they need to be successful remain relevant and better serve users. Many small libraries do not have many staff to reassign. In larger libraries, however, the challenge of these (and other) organizational restructurings is to maintain user expectations that were already being met, while also improving services in any areas that are under-supported, and doing so with fewer staff, if possible. The available staffing resources for the new models at OSU and KU netted less than the total staff FTE in the previous models. The best approach for transitioning staff skills to support this involves reviewing and developing traditionally necessary skills and then matching those individual skills, strengths, and experience to complimentary new skills that were needed.

Attention to detail has always been vital for the work done in ILL, collection development, and acquisitions. This remains true for the positions in the new models considered here in which the details can be even more complex than just citation spelling mistakes and typos. For instance, in some cases paying attention to the edition or version of a work is important and other times not important. Understanding the publication process for conferences and proceedings and reading a citation correctly in order to quickly ascertain availability remain necessary and require training. The multistep process of tracking a request from the time it is initiated until it is received means that the details of the entire life cycle need to be understood

and any and all updates recorded properly. This experiential and contextual attention to detail is one that ILL, acquisitions, and collection development staff all share. Understanding the number of library holdings at various levels, such as those held by consortial partners or held by nearby libraries influences collection development purchasing versus interlibrary loan borrowing decisions. There is so much information published, in so many versions, and there are so many ways to access it, that it is vital to pay attention to the details of the choices and connections between those myriad access points.

Library staff members also need to be able to use their knowledge of all these details in order to troubleshoot information requests and ensure that library users can access the material they need and have requested. Troubleshooting access to local e-resources, for instance, at least enough to help users when they encounter problems is a necessary skill for all library personnel. ILL and acquisitions staff have a common skill set regarding the troubleshooting of electronic resources, as it is ILL staff who often discover such problems in the course of processing both borrowing and lending requests, and acquisitions staff who may understand the potential source of the error and have the most direct connection with publishers and vendor who can resolve them.

Understanding these granular distinctions within a seemingly straightforward staff development goal, such as attention to detail is just one example of the complex skills that library staff need today. These nuances are essential for identifying and communicating with staff members about ways to transform any of their existing skill sets to meet the demands of any new roles that are now needed in libraries. Beyond putting a positive spin on doing more with less, librarians also need to acknowledge and reward staff members who do more, fostering a

mind-set of abundance when approaching the task of identifying efficiencies, rather than a mind-set of scarcity.

## <H2>Identifying Efficiencies

Efficiencies enable librarians to offer more services and resources to their communities, and can be identified from workflow analyses that consider ways and places to reduce handoffs, duplication of effort, and the consolidation of similar functions. In OSU and KU, examples include student supervision, receiving/mailroom activities, initial processing of requests, information management, and the creation of a single service point for library users. Any efficiencies gained by consolidation can also enable greater specialization and opportunities for the development of staff skills. Consolidation can also enable improved communication, which benefits staff, users, and all stakeholders who will become more aware of where requests are in the process and whom to go to for help.

In ILL services, how well any efficiency improves service can be measured in terms of turnaround times. How long it takes for an information request to be filled has been a guiding part of the workflow in ILL departments for years. Some of the hesitation many people have about using ILL services is their concern that ILL requests take too long to be of use, even though technology, training, and consortial arrangements have reduced turnaround times significantly through the years. So, an important aspect in building support for a “just in case” to a “just in time” collection—or even just adding purchase on demand to a library’s traditional collection development and ILL services—is establishing and maintaining quick turnaround times for the acquisition of print and e-resources. This remains challenging for requests that involve unknowns, such as license terms, multiple choices of access models, a lack of

standardization, and requests for information that may require developing entirely new service workflows on the spot. Consider the expansion of demand driven workflows from print to electronic and on to streaming video formats. This is why a major focus of the work at KU was to create an organization and workflow that makes the e-resources life cycle more efficient and transparent in order to realize better response times. This life cycle runs through collection development, licensing, acquiring access, and continued support of access. Resource savings obtained through the creation of a unit that combines acquisition orders, receiving, and resource sharing resulted in more resources that could then be budgeted to support the ongoing management aspects of the e-resources life cycle.

Even in the smallest libraries and ILL departments, combining ILL and acquisitions work is possible by using the same management software and procedures and identifying when user needs would be better served by purchases than by borrowing. Proactively developing efficient workflows rather than constantly reacting to new needs not only uncovers efficiencies but also enables ILL, acquisitions, and collection development librarians to influence the information landscape in ways that better meet library user needs. With physical items, additional proactive efficiencies can be realized by working with book jobbers to improve shipping and delivery times and by exploring increased utilization of resources such as Amazon Prime for quick and cost-effective ordering and delivery. For electronic resources, librarians must continue to work toward standardization in licensing and in the access and sharing of e-books, streaming videos, and other emerging formats. Library staff could also send URLs for digital content directly to library patrons rather than wait for cataloging staff to add it to a library catalog. A greater understanding regarding how library users discover and use information will also be helpful as librarians work to streamline procedures and facilitate access to information.

Maximizing the management and exchange of information and data across the workflow is another way to create efficiencies. Most librarians utilize data to some degree, but a much greater emphasis on the effective management and use of data can help all library functions become more efficient. Most critically, when it comes to data, this provides meaningful statistics to collection development services. The KU model has a separate Content Development department that is in the same division as the Acquisitions and Resource Sharing department. The OSU model incorporates Collection Development into a single department that includes resource sharing, acquisitions, and collection maintenance. In both cases, data is paramount for efficient decision-making and effective decisions. Important data elements include the:

- Improved use of interlibrary loan statistics to inform decisions about collection building and maintenance of print and digital resources;
- Number of ILL requests from journals to support the decisions to add new subscriptions or provide digital access or weed titles;
- Number of document delivery requests for copies of specific local print resources to demonstrate usage and need when considering cost-prohibitive selection or deselection parameters and to demonstrate additional service to library users;
- The content being requested, which can also shed light on how well discovery platforms are performing if content is already locally available but users are not aware of that.

More efficient communication and sharing of information for collection development services, and in service of end users, can occur between interlibrary loan and acquisitions, between ILL and cataloging, and between newly combined departments and library

administration. Some examples of the kinds of information sharing and cooperation that should be encouraged among library functions include:

- Interlibrary loan requests for material owned electronically but experiencing access issues, or that should be owned in print but cannot be found should be reported to cataloging or e-resource management;
- Items requested multiple times through ILL by multiple people should be considered for purchase by collection development;
- Items that cannot be borrowed but could be purchased should be sent to acquisitions;
- The close relationships most acquisition units have with cataloging departments allows for the sharing of processes; if interlibrary loan staff see that local library content is not easy to discover in their catalog, and that this is leading to requests for material locally held, then there is a channel through acquisitions to highlight the issue with cataloging;
- The total cost of providing access to the resources a campus needs could be well served by combining resource sharing costs into collection budgets.

Determining whether any efficiencies are working and meeting the needs of users is a question that must be contemplated and answered in each local environment. It is also helpful to consider all the stakeholders within the library who use and interact with any new departmental models. This is just as critical as is an embedded emphasis on assessment in the library, as a whole, and in how staff operate every day.

## <H2>Process Analysis

Going through the process of analyzing workflows for such organizational changes demonstrates the need for interdepartmental cooperation or combination more clearly. Each step of every process should contribute to efficiencies through both the participative assessment by staff members and the final results that should have a beneficial impact on the end user. KU and OSU may have ended up with two different models but the process of brainstorming efficiencies allowed librarians and staff at both libraries to (1) see common goals across acquisitions and resource sharing for more efficient processes; (2) identify ways to combine similar functions into units and consolidate activities within units; and (3) reevaluate decision trees and create criteria so that all levels of staff can make better and higher level decisions.

The act of coordinated and in-depth attention to efficiencies across functional library departments helps staff to develop a mind-set in which efficiencies are seen as both essential and possible. While the extensive amount of time devoted to the initial assessment of a project like this will not necessarily be ongoing, library staff should always sustain the goal of an efficiency mind-set as new models are implemented, and develop the flexibility needed to respond to continual change. Both models ultimately support this concept through:

- Including new roles and professional development opportunities for all staff members so that no single unit or person is ever solely performing work, especially if the volume of that work is decreasing. This, in fact, is how OSU was able to merge units;
- Creating a single service point to centralize questions, build a broader understanding of library services, and meet and respond to changing user needs;

- Emphasizing management skills that will enable flexibility and help transition managers throughout this project, as they build key skills in communication, workflow analysis, and project management that are broadly applicable to continually changing work;
- In the KU model, dedicated support was created for information management and discovery in order to document, organize, and facilitate information needs resulting from continually changing workflow needs.

## <H2>Supporting a Changing Scholarly Landscape through OA

As OA becomes more widespread, librarians are working to support, create, and enable library users to make use of it. Some libraries are creating scholarly communication positions; others, like KU, distribute responsibilities for open access support to each department faculty and staff. OA initiatives are increasingly impacting both traditional acquisitions and ILL services. The more information that is available freely online, the less libraries have to buy or borrow, although librarians will still have to consider digital access and preservation issues. Library staff can “own” this new focus better by contributing to it in their daily roles as well. This allows all staff to be participants in the greater conversation on the direction of open access publishing and how it will impact what library users need, regardless of whether librarians buy or borrow. In KU’s model, OA workflows are incorporated into all three units in a variety of ways, such as:

- Training ILL staff to search for OA or freely available resources before filling ILL requests;
- Accounting for OA resources in the budget, and tracking and reporting this along with other expenditures;

- Managing unique license and renewal requirements of OA sources and advocating for more open language in licenses for subscription resources;
- Giving greater attention to making OA resources discoverable in library holdings management systems;
- Prioritizing OA in link resolvers.

At OSU, OA responsibilities reside in the Center for Digital Scholarship and Services (CDSS) but there is similar overlap in both the OSU and KU models. Any license negotiations typically start out with a conversation with librarians in CDSS to ensure that OA terms are incorporated where possible and brought forward in negotiations with vendors. Although the collection budget does not have a specific line item to support OA initiatives, OA is a consideration used when selecting new content or making decisions about renewals or cancellations. Whenever possible, OA material is made discoverable in the local discovery system and is used to fill ILL requests.

An in-depth understanding by each staff member regarding emerging scholarly communication issues is only one example of the culture transformation in these new departments. As staff develop a deeper understanding of these concepts across the library and its department, they will be better prepared to contribute in making this a truly transformational part of library services. OA sources can also offer access to popular culture, as well as scholarly literature, so all librarians in all types of libraries can and should develop an understanding of how it works.

## <H1>Conclusion

The mission of all librarians to increase access to information while managing and minimizing costs is reflected in the visions of the librarians at the University of Kansas and Oregon State University, who are calling for dramatic changes to achieve greater efficiencies, appropriate levels of support for changes that are occurring in all libraries, and a recognition of how blended operations could best meet their goals to meet library user needs. Considerable work has gone into designing new departments and the work has only just begun.

Assessing the success of these models, organizationally and functionally, will now be measured against the service outcomes to our library users for whom we borrow or buy information and our library partners to whom we supply information. What needs to be strengthened in these partnerships, and within the new departments, is intertwined with both traditional assessment methods and the implementation of new metrics. Assessments typically conducted by ILL concerning turnaround times, fill rates, and accuracy are still important for demonstrating the value of ILL and meeting user needs. Some of this assessment necessarily expands into other areas of the newly combined departments. While this represents an improvement, it still falls considerably short of what is needed. Simply assuming that patron needs are being met because complaints are not received is not good enough. Assessment of efficiencies through the lens of evolving user needs is required in order to evaluate the effectiveness of combined workflows resulting from these reorganizations. This requires more proactively understanding patron needs than establishing workflows that improve information flow to and from patrons and assessing again and again.

Simply improving traditional library services is not enough. Librarians today are moving beyond just sustaining the quality services that they already offer, and into the business of disrupting services so that new ways of meeting new user needs can be developed. As librarians

strive to become leaders in new forms of scholarly communication, the work done in traditional acquisitions, serials, and interlibrary loan services will play vital roles. Understanding the issues involved in accessing digital information or supporting open access combined with newly integrated library functions and departments can also help wholly integrate new thinking about scholarly communication and the creation and preservation of the cultural record into what library departments do and how each staff member contributes to connecting people and information.

Transformations will also occur at the department level, where ILL services can be viewed as a bridge between traditional access services and technical services. As ILL staff members blend customer service with collection services, this type of perspective will help enhance strategic partnerships within and among libraries. In some respects this may be more acceptable or easier to realize in smaller libraries where staff may already be accustomed to working more closely together. However, even in small libraries, a silo mentality can exist. In all libraries, the mission of managing cost and increasing access must remain paramount in the minds of all.

Finally, this sort of transformation will better position each library to contribute more to collecting and maintaining access to information at a regional, national, and hopefully international scale. In 2014, Mark Sandler proposed that local collection development practices would evolve into national and global strategies over time. As ILL practitioners already work with partners around their countries and around the world to fill patron requests, collection development has a successful model to consider and build on. As blended library units learn and grow together, all library staff will come to understand the importance of what Sandler is

suggesting in becoming able to think through and see their contributions and help to make libraries successful (Sandler 2004).

The goal for librarians, at all libraries, should be for all library users to experience a high level and quality of service and to gain access to any information that they need to succeed in their academic, business, or personal pursuits. This is not a new goal. However, the ability to continue providing traditional services, while also adding and improving services in other areas in an efficient manner, “behind the scenes” is essential for this goal to be realized and needs to be directly addressed. Any innovative experimentation with structure, policies, and practice that strives to meet patron information needs in an efficient manner is worthy of consideration, development, and assessment as librarians continue to support the valuable goal of information access.

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Figure 1. New Model for OSU Resource and Acquisitions Sharing

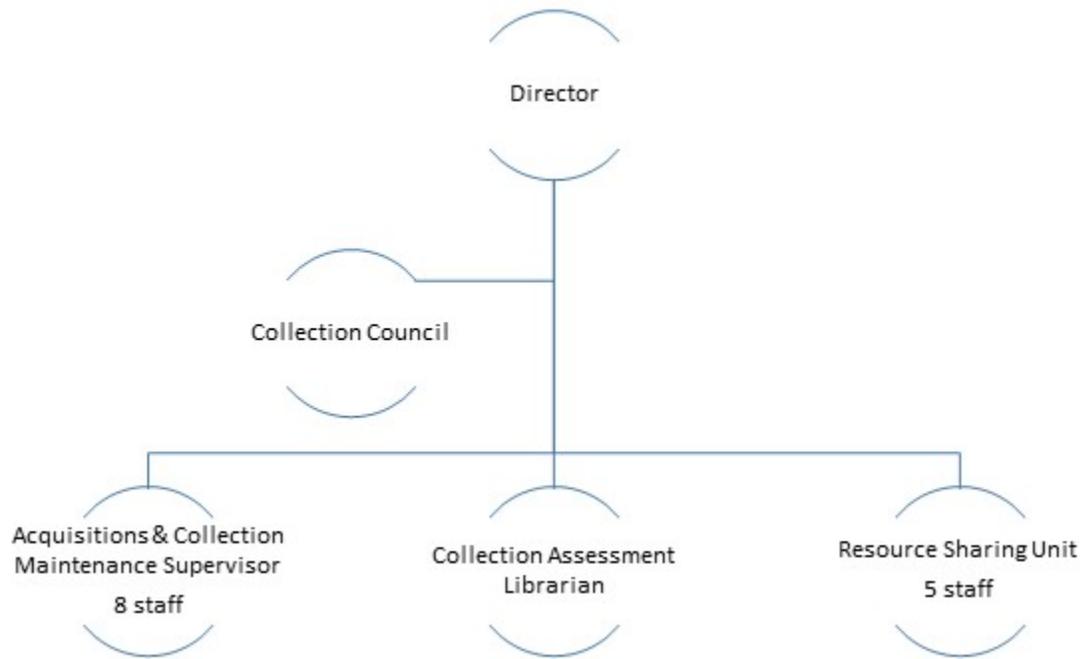


Figure 2. New Model of KU Acquisitions and Resource Sharing

## ACQUISITIONS / RESOURCE SHARING: *New department model*

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