

Using LibGuides to Promote Communication Between Public and Technical Services

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Communication in twenty-first century libraries is a challenge that is made complex by organizational cultures, legacy practices and workflows, staff personalities, and ongoing technological changes. There is an enormous body of literature concerning the theory and practice of organizational communication—an article search on that phrase in Google Scholar results in more than eighty-thousand results, published as long ago as the early 1950s. The subset of that literature concerning communication within academic institutions, and specifically within academic libraries, is much smaller, though communication issues are no less challenging in this setting. In 1988, McCombs wrote “The hidden dynamics of a university library are no less complicated than the human body. What makes it tick? What are its strengths and weaknesses? Given our current resources and the needs of our students and faculty, what can we do to improve the service we give?”¹ These questions are no less relevant today, 28 years later, than they were then. In Clampitt’s book *Communicating for Managerial Effectiveness*, he suggests that four characteristics produce interdepartmental communication challenges: departments have different job duties, may not be physically located near one another, may have discrete budgets, and likely have separate authority structures. Of these, the first two tend to cause the greatest silo mentality in academic libraries and lead to breakdowns in communication. Differing job duties may be exacerbated by the use of jargon or specialized terminology, priority differences, and adherence to rigid departmental procedures.² Mautino and Lorezen suggest that a focus on customer service may be valuable in overcoming these silos: “For academic libraries, the over-arching value of customer services provides inspiring and fundamental bedrock for all to embrace. It guides the activities of every department, from cataloging to circulation, behind-the-scenes or public. It could be said that embodying values, attaining goals, and achieving organizational initiatives can happen most effectively through cooperation and collaboration between departments, processes which are significantly enhanced by successful interdepartmental communication.”³ While all units within an academic library serve the same ultimate purpose in fulfilling an institution’s mission and providing access to information to patrons, the ways in which each unit has historically done so required drastically different (and in some cases unique) expertise and skill sets.

These differences have historically produced the tallest barriers between the public and technical services departments of academic libraries. There have been numerous articles and

chapters published over several decades that discuss why technical and public services departments have difficulty communicating. Of note is the fact that while these articles describe the challenges and frustrations of public-technical services librarians to communicate, almost all of them acknowledge that the end goal for these librarians is the same: service to the end-user. In a discussion of these communication challenges, it's important to remember the positive, which is that most librarians, regardless of professional specialization, do respect the ultimate beneficiary of their work (the patron). In their chapter in *Rethinking Library Technical Services: Redefining our Profession for the Future*, Boyd and Gould sum up succinctly "Much of our work is not understood outside of the profession or, in some cases, by our own colleagues who work in other departments in our libraries."⁴ This chapter, published in 2015, provides the same message that is seen in the literature from the 1970s forward, which is that a significant divide exists between technical and public services. In a 1983 article about the re-organizations of public and technical services at the University of Urbana-Champaign Library, Michael Gorman wrote "One of the saddest results of the traditional technical/public services dichotomy is the profound, and often self-imposed, ignorance of, and indifference to, each other's expertise."⁵ The organizational re-structuring discussed in Gorman's article was aimed at increasing efficiency and accommodating technological changes within academic librarianship. He later stated "The fundamental premise of this new stage is that modern technology, in particular the online catalog, does away with the rationale for the distinction between public and technical services professional librarians."⁶ The evolution of technology in libraries that began with the online catalog forty years has been a double-edged sword for the public-technical services silos. Although the organizational re-structuring Gorman spoke of was meant to ease the transition of the library catalog from an analog, print format (the card catalog) to an electronic format (the online public access catalog or OPAC), the transition still created new challenges in communication between public and technical services. Not every academic library was in a position to re-organize staff and re-assign work while migrating from a print to an electronic catalog. In order to serve patrons, the electronic format forced librarians to acquire a new knowledge of technology in addition to expertise needed for effective search strategies and information management. For technical services librarians who performed the work of moving the analog catalog into electronic format, this transition was built into their job. However, public services librarians had to rely on technical services librarians for education on how the new electronic catalog format functioned.⁷ As a result, technical services librarians had to learn how to communicate effectively with their public services counterparts. This pattern of education and communication has continued into the twenty-first century as libraries see an increasing majority

of their content transition into electronic, online formats. In 2003, Jankowska wrote “In this time of information overload, faculty and students need efficient and comprehensive access for their information-seeking processes; that requires the cooperative work of both public and technical services librarians. This cooperative work depends on good communication and social interaction between librarians. The traditional library organizational model, with major divisions for public and technical services, does not provide a common set of values that would be the foundation for effective communication and social interaction.”⁸ While this was undoubtedly true in 2003, it can be argued that the patron of 2016 has information needs that DO provide public and technical services staff with a common set of values; these staff must understand library resources, especially online resources, in a much more aligned and expert way. As a result, the twenty-first century has seen the destruction of some of the traditional public-technical services siloes as the vagaries of electronic and online resources force these departments to work more closely together. As Michalak states, “The greatest force for technology diffusion has been the library’s aggressive move to electronic books and journals ... There remain few jobs in the library that do not assist in providing electronic access to something or use multiple information technologies.”⁹ Public services and technical services staff both have to understand the lifecycle of electronic resources in order to help patrons, especially in regard to troubleshooting specific, often technologically-related, information access problems. The role of technical services staff has shifted from a print-centric to an electronic-focused role, and now technical services staff must communicate and educate public services staff on these resources. This education, in part, is what aids in the breakdown of the existing unit communication silos that exist within libraries.

It’s easy to discuss how technical services staff can and should break down departmental silos through education and communication efforts. While these efforts are underway at numerous institutions, there are still challenges involved with communication between public and technical services. Academic libraries have seen these challenges addressed in a variety of ways as library services and technologies have evolved, especially in the twenty-first century. As academic libraries acquire ever-increasing numbers of electronic resources, technical services departments are increasingly responsible for providing current information about those resources to public services staff. The methods by which technical services departments communicate internally have expanded in recent years as technology becomes more sophisticated and more available to a greater number of institutions and personnel. The literature illustrates that Technical Services departments have been innovative and

experimented with a wide variety of communication methods, some of which have gained a more mainstream popularity. In 1990, Gossen, Reynolds, Ricker and Smirensky noted that “the existing means of communication in libraries may not adequately bridge the gap between the divisions. Formal channels such as library newsletters may be general in nature ... departmental supervisors reporting on the activities in another department may rightfully edit details ... information traveling the proper hierarchical chain may be lost or altered. Informal means of communication also cannot be depended on to be timely or necessarily accurate, nor should they be the sole lateral communication channel between librarians from different divisions.”¹⁰ They conducted a cross-training project at the University at Albany Library in 1988 which was intended to increase communication among librarians of different units. Their cross-training project allowed librarians to share with each other unique job responsibilities, special knowledge, and different approaches to similar tasks. Benefits of this cross-departmental exchange were technical, environmental, and professional, and included increased understanding of policies and procedures across departments, increased understanding of patron needs, and most importantly, helped to bridge the gap between public and technical services by identifying common problems and experiences among all librarians. This shared understanding increased professional confidence by demonstrating what each librarian’s role and importance was within the organization. The outcomes of this exchange ultimately benefited the library and the larger institution.¹¹

At the same time that technological changes and electronic resources are creating new challenges in academic librarianship, the Internet and Web 2.0 tools have become increasingly accessible to and needed by academic librarians. These technologies offer new, flexible solutions for librarians to communicate with one another and share information to better serve the end-user. Library or departmental intranets utilizing specific Web 2.0 tools (some in combination with other types of content management software) for communication and collaboration feature prominently in the literature between 2009 and the present time. The use of these newer technologies allows for consistent communication that is affordable, easy to update, use-friendly, centralized, flexible, rapid, and efficient.¹² An intranet or internal documentation that was previously static with no opportunities for two-way communication or group collaboration were transformed into dynamic resources that allowed for current content, interactivity, and audience feedback. Wikis and blogs have been explored extensively by academic libraries since the mid-2000s for use in a variety of ways, including but not limited to as a place to store policies and procedures, workflows, departmental documentation, and as a

means of communicating all of the above. As Costello and del Bosque summarize in their 2010 literature review, “the literature clearly indicates the potential for blogs and wikis to improve internal communication within a library organization exists. However, it also makes clear that simply using new technologies will not automatically improve existing communication problems.”¹³ One challenge noted with respect to use of wikis and blogs is that some training of staff is required in order for contribution to occur; while most staff frequently read or use blogs and wikis, fewer staff contribute to them. Costello and del Bosque surveyed their staff to learn how wikis and blogs were perceived by staff as a means of communication. Staff rated wikis as their second-most preferred method of communication (after email) and blogs as their fourth-most preferred method. The reason for these lower preferences was in part related to staff wanting to be notified of changes to the wiki or blog; because staff had not completely integrated these Web 2.0 tools into their daily workflows, they wouldn’t necessarily know when new information had been posted. While email was identified as the easiest to use and most effective communication method, it was noted that it was only useful when recipients read the contents.¹⁴

As discussed above, libraries have been using standalone wikis or blogs to communicate among departments and track needed information for some time. There are also examples of the use of more comprehensive tools, such as Jive, Microsoft SharePoint, Google sites, and LibGuides, each of which offers a collection of tools that can be used together to better organize material. England and Diffin reported using both LibGuides and Jive technology to manage their electronic resource processes and workflows. The Jive technology allowed them to create a community site called ENGAGE, which provided the University of Maryland University College (UMUC) library with a broader method to communicate electronic resource information to their library and university communities, and to collect feedback from those communities.¹⁵ Microsoft SharePoint is an enterprise level package product that allows for document management and also integrates various Web 2.0 tools like blogs, wikis, and discussion forums. The Florida International University (FIU) Medical Library wrote about their implementation of SharePoint to create a library intranet in 2008. The FIU Medical Library’s SharePoint intranet spanned multiple departments and included pages for cataloging and collections, digital access services, education, help desk, interlibrary loan, and reference. While the SharePoint software provide a variety of Web 2.0 tools (discussion forums, announcements, links, tasks, etc.) Kim and her colleagues found that most of these tools went unused, with staff heavily utilizing the document storage and sharing capabilities of the software instead. Staff lack of familiarity with Web 2.0

tools appears to be the reason behind the low use of those tools; staff were much more familiar and comfortable with the document library functionality. Interestingly, staff reported that they didn't use SharePoint for communication but preferred email because of its convenience. Generally speaking, SharePoint was not found to be intuitive to use by staff, did not integrate well with external tools (such as calendars), and did not have an adequate search functionality. Because the document library function was easier to use than the institution's previous iteration of an intranet, satisfaction with that function of SharePoint was very high. The Web 2.0 communication tools included with SharePoint simply did not fit into existing staff workflows as easily as email, and so there was little motivation for staff to learn how to use them.¹⁶ Jensen reported on using Google Sites to manage electronic resources at the University of Alaska Fairbanks Libraries, and their electronic resource management site was created with the following goals in mind: "have a centrally located place where all acquisitions information could be stored and made easily accessible; to have a highly searchable tool so that invoicing, licensing, fiscal, and administrative data (including statistics) are easy to find; and to assist with the purchase and renewal process, eliminating multiple steps and the flood of e-mail with every action."¹⁷ While these goals do not specifically include internal communication, the creation of a central location and the elimination of floods of emails certainly implies a more efficient communication strategy.

The literature demonstrates that sharing information, deciphering jargon and professional terminology, and providing a means of two-way communication breaks down departmental silos and benefits the academic library as a whole. While there are numerous examples of how individual library departments or whole libraries have utilized the above technologies to address specific communication issues or workflows (e.g., library-wide blogs; troubleshooting, evaluating, and managing electronic resources; access services workflows and policies), there are few examples of technical services departments creating a comprehensive technical services portal to increase communication specifically with public services staff. At Miami University Libraries, the Technical Services Department has created a comprehensive tool to enhance communication and aid in breaking down the technical-public services silos.

Example of Successful Collaboration: Using LibGuides to Promote Communication Between Public and Technical Services

The Miami University Libraries (MUL) Technical Services (TS) Department LibGuide began in late 2009 as a collaboration between the Coordinator of Catalog Access and Acquisitions (who

was at that time the Electronic Resources and Serials Librarian) and the former Bibliographic Systems Librarian at MUL. The TS LibGuide was jointly maintained by these librarians until the Bibliographic Systems Librarian left MUL in 2011 for a new position. Since that time, the Coordinator of Catalog Access and Acquisitions has maintained the guide with the support of TS Department staff. The guide has changed significantly since its first iteration and continues to evolve as needed, meaning that guide content presented in this chapter may change between the author's writing of the chapter and the publication of the book. Readers should also note that MUL subscribes to LibGuides and the LibGuides Content Management System (CMS), and is using version two of LibGuides. Some features and functions discussed below may not be available to or may differ from those using the non-CMS version and/or version one of LibGuides.

Why a LibGuide?

Springshare was founded in 2007 and LibGuides became available to libraries shortly after that. Libraries' use of LibGuides has grown dramatically since that time; Springshare reports that 4,800 libraries in seventy-eight countries currently utilize their LibGuides product (www.springshare.com/about.html). This rapid growth has allowed Springshare to evolve the product quickly and efficiently, and has also brought the cost of the product down, making this a more affordable solution for a wider variety of libraries. Although originally intended to create public-facing research guides, the library community has seen many experimental and innovative uses for LibGuides that are unrelated to their original intended purpose. Many of these experiments have appeared in the literature between 2009 and 2016:

- Tenure and promotion process¹⁸
- Library website (public-facing)¹⁹
- Library intranet (internal)^{20,21}
- Special collections^{22,23,24}
- Current awareness service²⁵
- Professional development²⁶
- Interdisciplinary collaboration (faculty learning community)²⁷
- Outreach (virtual and distance students²⁸, international students²⁹, scholarly communication³⁰)
- Platform for student research³¹
- Electronic resource evaluation³², management³³, access³⁴, and troubleshooting³⁵

- Technical services information (technical services LibGuide³⁶, RDA LibGuide³⁷, technical services procedures and policies³⁸)

As noted in the above list, there are only a few instances in the literature of LibGuides being used by technical services departments; the majority of non-public facing use is specifically for the management of electronic resources. The only instances of technical services-specific LibGuide use appear in Bazeley and Yoose's 2013 article³⁹ (which details the original, version one iteration of MUL's TS LibGuide), a brief report about an *RDA* LibGuide created by the Virtual Academic Library Environment (VALE) in New Jersey⁴⁰, and a 2015 article appearing in *Against the Grain* by Mueller and Thompson detailing how they used LibGuides for technical services policies and procedures at Sam Houston State University Library⁴¹.

MUL has subscribed to the LibGuides product since 2009, which made the implementation of a TS LibGuide essentially a no-cost solution. The most basic reasons for choosing a LibGuide include ease of use and flexibility in accommodating a wide variety of information and formats. On the administrative side, the MUL TS Department needed a solution that could be maintained within the department, which meant a system that didn't require specialized knowledge of coding or HTML. Like many TS departments, MUL's TS department has shrunk significantly over the last five years, so the ability to quickly train staff with no HTML experience on updating the guide was an essential feature. Adding new content is quickly accomplished, and deleting or archiving old content is simple. The TS Department also wanted a simple method of backing up shared content, and creating back-ups of LibGuides content is a simple process. Built-in LibGuides functionality allows for the creation of an HTML back-up of all pages as well as the option to export all LibGuides data in XML with just a few clicks. On the public side, MUL's public services staff were already intimately familiar with LibGuides, meaning there was almost no learning curve in their adjustment to a TS LibGuide as a means of interdepartmental communication.

Conceptually-speaking, choosing a LibGuide provided opportunities for TS staff to learn how to utilize a piece of software that they might not have otherwise been exposed to, and it also gave TS librarians an integrated way of advocating the work that the TS department does to other library stakeholders. In *Rethinking Library Technical Services: Redefining our Profession for the Future*, Mary Beth Weber argues that "the need to advocate for one's work has taken on added importance. What are some of the ways that technical services librarians can advocate for their

work? A first step is to promote their work so that others fully understand what they contribute to the library overall and the implications of what would happen should that work cease to be provided. When others understand a process and its outcome, they are better prepared to support that work, particularly when that work has a direct influence on the outcome and success of their work.”⁴² A technical services LibGuide provides not only essential information but a much-needed advocacy platform for a department that is often hidden from public view. Later in the same chapter, Weber states “...Your work should be understood by others in the library and not viewed as a shadowy backroom practice reserved for the socially inept.”⁴³ The TS LibGuide can serve as a neutral platform to enhance communication and advocacy.

The flexibility of the LibGuides software may be its most attractive quality. Although guides are owned by a single account holder, ownership can be transferred to other LibGuides users in the event that an administrator or editor leaves the department. The software can accommodate numerous types of content, including RSS feeds, widgets, graphics, links, and embedded documents and files. Content, format, and layout changes are incredibly easy and can be made from any computer with an internet connection. This ease of use and flexibility means that it is incredibly easy to maintain static content while also keeping dynamic content current. Guides can be public or private and can be password-protected if necessary, features that are useful in protecting sensitive information that may be shared by a TS department. MUL’s TS Department felt that the features and functions of LibGuides would allow staff to communicate information rapidly and efficiently, in an organized and hierarchical manner. Using a LibGuide for commonly-requested questions and information allows the TS Department to receive fewer repeat e-mails and phone calls, and frees up valuable staff time.

About Miami University

Miami University, founded in 1809, is a large residential, primarily undergraduate school with some graduate programs at the Masters and Doctoral levels. Its main campus is located in Oxford, Ohio (35 miles North of Cincinnati, Ohio), with three regional US locations in Hamilton, Middletown, and West Chester, Ohio, and one European location in Luxembourg. Miami University’s full-time student enrollment is approximately nineteen-thousand. The University’s main campus has four libraries: King Library, which is the main library (and where the TS Department is housed), the Amos Music Library, the Business, Engineering, Science and Technology (B.E.S.T.) Library, and the Wertz Art and Architecture Library. Miami University is a member of the OhioLINK consortium, which includes approximately ninety-two libraries across

the state and provides patrons with access to an enormous variety of consortial e-resources. Library staffing consists of forty-two librarians and forty full time staff. Of the forty-two librarians in the system, twenty-eight perform public services duties. The TS Department consists of four and a half full-time librarians, five paraprofessional staff, and one student worker. The TS Department is a centralized operation and is responsible for the acquisition and cataloging of all formats and materials and the oversight of the entire electronic resource lifecycle, at both the local and consortial level.

TS LibGuide Design Considerations and Scope

When creating the TS LibGuide, the Department kept in mind several broad design parameters. In order to allow for problem-solving, guide had to allow for dissemination of information as well as be a means of two-way communication between technical and public services. To better serve the needs of internal TS LibGuide users (i.e., public services staff), guide creators identified two distinct audiences within public services: those who work at public service desks and do virtual reference, and subject selector librarians that perform collection management and development tasks. Content identified for inclusion in the LibGuide was broadly categorized between these two populations. TS staff consciously decided that the TS LibGuide would not be used as a tool for managing the complete lifecycle of e-resources as MUL already had an e-resource management system that accomplished those tasks. As Bordeianu and Lubas pointed out in their chapter in *Workplace Culture in Academic Libraries*, every department of an academic library has its own dialect and jargon, and one of the first steps in communicating is to learn each other's dialects.⁴⁴ TS staff were consciously aware of the need to avoid (or explain) any TS dialect or jargon within the LibGuide. TS also discussed the idea of opening up the TS Department's PBWiki, which houses all departmental processes and procedures, to all library staff, but ultimately decided that the information there was too jargon-heavy to be useful to staff outside of the department. Finally, TS staff identified both static information (related to processes, procedures, and workflows) and dynamic information (about projects and problems) for inclusion in the guide.

In deciding on the scope of information to be included, TS staff looked at both the type of information that the department regularly provided to external staff as well as the type of information that was most frequently requested by external departments. This method of identifying important content has been noted by others in the literature—the University of New Mexico Libraries reported that their technical services department provided education to public

services librarians based on questions routed through their internal request system, major changes to cataloging codes, and the implementation of a new discovery tool.⁴⁵ Every technical services department has a list of frequently asked questions that surface repeatedly, and identifying those questions helped to determine scope and create information priorities and hierarchies. While this broader scope dictated early iterations of the TS LibGuide, the guide has changed and evolved significantly over the last seven years, based on feedback from staff as well as assessment of LibGuides usage statistics. In implementing an access services intranet, Chu observed “the acquisition of relevant content for the Web site became a learning process that defied careful schedule planning ... since information vital to developing knowledge and opening communication in the unit was based on ongoing sensitivity to changing workflow procedures and staff dynamics... Implementation of the Web site was about staying in tune with the workplace to actively provide value to its users—the library staff.”⁴⁶ The MUL TS Department has observed these same trends in its TS LibGuide implementation and evolution.

At the present time, the scope of the TS LibGuide encompasses six areas:

1. Contact information for and basic job duties of TS Department staff
2. Product news and updates
3. Forms for requesting and reporting
4. Information about acquisitions, serials and e-resources (often categorized by local versus consortial purchasing—an area of confusion for many staff)
5. Electronic resource usage statistics
6. Library tools and software
7. Archived material

Preliminary Steps – Other Tools

Before implementing the TS LibGuide, TS librarians set up and adjusted department-wide accounts and identified free tools to work in tandem with the LibGuide. A departmental Google account was created and shared with all TS staff. As Adam Murray noted in his 2008 article, Google Docs and Spreadsheets are incredibly useful in managing and sharing information related to electronic resources because they can be edited by multiple people and shared with others as read-only documents.⁴⁷ Google Docs and Spreadsheets were preferred formats for integration with LibGuides for these reasons, and additionally they can be easily embedded into LibGuides using Google’s “publish to the web” feature. MUL’s TS Department uses Google Drive to store e-resource usage statistics, gift tracking spreadsheets, embedded forms and

associated response spreadsheets, and miscellaneous e-resource and serial lists that require sharing. In 2013, Miami University became a Google Apps for Education institution, making the sharing of the TS Department Google account even simpler. In regard to preserving data stored in Google Drive, users have the option of installing the Google Drive desktop application, which backs up data from a Google Drive to the hard drive of a computer (or computers) automatically. In regard to storage and space concerns, there is little to fear. Currently, free Google Drive accounts allow for fifteen GB of storage, which is more than ample for spreadsheets and documents. MUL's TS Google Drive currently stores all of the Library's electronic resource usage reports (approximately two-hundred and forty spreadsheets, most of which have between three and eight worksheets) and a wide variety of miscellaneous other documents, all of which requires only one GB of the fifteen allotted free GB in the account. The Gmail account associated with the departmental account is utilized to funnel notifications from Google forms used for electronic resource problem reporting and list requests to the appropriate staff within the TS Department.

A departmental WordPress account was also created in order to implement and maintain a basic (free) WordPress blog with a very simple theme. The WordPress blog is used to aggregate news and updates and to generate RSS feeds for the "News and Updates" tab of the TS LibGuide. A free WordPress account provides sufficient storage space (3,072 MB) to hold blog posts. Between 2009 and 2016, the TS account has utilized 8.14 MB of the allotted storage space, which includes over one-thousand one-hundred blog posts and numerous vendor logos/graphics. While using a WordPress blog this way may seem very labor intensive, it actually creates efficiencies once set up. WordPress has a "Post by Email" feature that allows WordPress blog users to generate a unique e-mail address that allows them to email posts to their blog. When TS Department staff receive an email about an e-resource update, trial, or news of interest, it is simply forwarded to the WordPress email address that is unique to our blog and is automatically posted. The WordPress email system also allows the addition topics and tags to emailed posts, which allows posts to be sorted by topic without ever having to go into the blog. Because posts have specific topics attached to them, WordPress allows the creation of RSS feeds for those categories—this is a simple way to separate e-resource update posts from e-resource trial posts on the TS LibGuide. While WordPress blogs are generally public-facing and indexed by search engines, WordPress has a feature called "Discourage search engine indexing", which does a good job at keeping this content out of search engines. This feature is helpful for users who are concerned about sensitive information (e.g, log-in

credentials for trials) being available on the open web. The TS Department has not experienced any issues with WordPress blog content being discovered and abused by the public.

Several adjustments were required within MUL's LibGuides accounts before the TS LibGuide was created. Librarians involved in creating and maintaining the TS LibGuide were given administrator privileges in LibGuides because it allowed for more efficient oversight of the TS LibGuide, including the ability to set up new accounts for TS staff or change privileges for existing users. TS librarians also created a LibGuides sandbox--in this case, a separate LibGuide tab that is hidden from public view and used to test new features, functionality, and content.

"Home" page (see figure 1)

MUL's TS LibGuide is a private LibGuide, which means it doesn't display on MUL's public facing LibGuides interface and is not indexed by search engines. Links to the LibGuide are provided to staff via the Library's intranet and other internal, password-protected sites. Links to relevant TS LibGuide pages are also included in occasional emails to all staff when needed. The "Home" page of the TS LibGuide follows standards and best practices dictated by MUL for all LibGuides as well as two additional features. Standard features are a profile box for the owner of the LibGuide in the top left position and a "Quick Links" box in the top right column that is essentially a linked table of contents to the rest of the LibGuide. Below these standard boxes are a box of links to catalog resources (discovery layer, OPAC, consortial catalog, and A-Z list) and a box with links to external resources useful to librarians (library and information science-specific databases and cataloging tools such as Cataloger's Desktop, ClassWeb, and RDA Toolkit).

"Who's Who" page (see figure 2)

While MUL has a staff directory on the library website that includes department names and titles, it is often difficult to know who to contact in the TS Department based on that information (Coordinator of Collection Access and Acquisitions, a title used in TS, is not as obvious as Art and Architecture Librarian, a title used in public services). Additionally, because TS staff don't work at any public service points, they are not always well-known by staff in other library departments. This page of the TS LibGuide offers TS Department contact information organized by the type of question a user may ask, and chosen categories were based on the questions the Department most regularly receives from other staff. Categories include everything from "ER, Serials, OhioLINK Questions" to "Physical Processing" to "Textbooks on Reserve". In this way,

the LibGuide intends to direct staff with specific questions to the right contact for the function. Where possible, multiple contacts for each issue are provided, although as the Department has shrunk over the last five years, the incidence of overlapping contacts on this page has greatly increased.

“News and Updates” page

This page uses a variety of tools (with an especially heavy reliance on RSS feeds) to aggregate current information from different sources into one page. Potential customizations include how many items should display in the box at a time, and whether links are routed through an institutional proxy server, which can be useful when linking users to journal articles that may require an institutional subscription to access (e.g., the TS Department uses this setting for the “Recent LIS Articles” box). The left column displays three boxes: “E-Resource Updates” (information about changes to vendor or publisher sites, vendor site maintenance and downtime, and anything related to library-owned or subscribed resources, retrieved via RSS feed from the TS WordPress blog); the “E-Resource Trials” box (information about trials to electronic resources available throughout the year, retrieved via RSS feed from the TS WordPress blog); and “LIS Journals” (a BrowZine widget that links to Library and Information Science titles in MUL’s collection via BrowZine). TS staff used to send emails to MUL staff via internal electronic discussion lists with information about trials and electronic resource updates, but those emails tended to get lost in staff inboxes. By aggregating all of this information on one LibGuides page, staff don’t receive an overload of email from the TS Department. The right column of the page offers three different boxes: “TS News” (general information from TS staff and TS vendors that is not electronic resources related, retrieved via RSS feed from the TS WordPress blog); “OhioLINK Blog” (an RSS blog feed maintained by the OhioLINK consortium which publishes news and notes of interest to OhioLINK members); and “Recent LIS Articles” (an aggregated RSS feed of library and information science journal articles retrieved via RSS feed from Ebsco journal alerts). In order to provide staff access to library and information science articles of interest, MUL used to physically route professional journals to library staff using a cumbersome paper process and interoffice mail. That physical journal routing system was replaced by the LIS articles box. This box is generated by creating RSS alerts for peer-reviewed LIS titles available to us via EBSCOhost, and then aggregating those RSS alerts using ChimpFeedr (www.chimpfeedr.com/). ChimpFeedr is a tool that aggregates content from multiple RSS feeds and MUL uses it to collocate multiple RSS alerts into a single RSS feed that can be used in the TS LibGuide.

“Report Problems” page (see figure 3)

Like the Colorado State University Libraries, MUL is using LibGuides to help with troubleshooting electronic resources.⁴⁸ However, where the CSU Libraries electronic resources troubleshooting guide is public-facing, MUL’s is intended for internal use by public services librarians. The “Report Problems” page is an essential part of the TS LibGuide. This is where TS staff provide links to forms for staff to report electronic resource access issues (for both locally and consortially purchased resources) as well as catalog errors. Like many other libraries⁴⁹ the MUL TS Department depends in part on our catalog users (both staff and patrons) to report catalog errors for correction. Unlike other libraries, the “Report a Catalog Error” form is currently intended only for internal staff use. The page is kept clean and simple by providing links to forms rather than embedding the forms on the page. The “Report Problems” box attempts to provide clarity on dealing with problems depending on the day the problem occurs. Most TS staff do not work during evenings or on weekends, which means problem reports follow a slightly different path during those times. The TS Department’s “E-Resources Access Problem Form” is recommended for local or consortial electronic resource problems (during regular business hours) or non-urgent problems (at any time), while MUL’s more general “Feedback Form” is recommended during non-business hours, especially if a problem is very urgent. The OhioLINK consortium provides their own problem-reporting forms for consortially-managed resources, and a link to those forms is also provided in this box.

“E-Resources Access Problem” form (see figure 4)

When this link is clicked, the user is taken to a simple Google form interface (see figure 4). The form is intended to gather all of the information needed to begin troubleshooting an electronic resource access problem. Some problems may be too complex for a form, but the majority of the time, TS staff are able to begin troubleshooting from the submitted information. This type of Google form is very easy to create within Google Drive. Once the form is created, a link to it is generated by clicking on the blue Send Form button that shows in the upper right side of the Google form. Once the user submits a form, their submission goes into a Responses spreadsheet that resides in the TS Department Google Drive. Google forms include the option of setting up a confirmation email (by installing and utilizing the Google Form Notifications add-on) that goes to the submitter, to let them know that their form was received. The TS Department set up the Responses spreadsheet so that the submission of the form and subsequent update of the spreadsheet triggers an email notification to the TS Gmail account. Setting up a notification trigger in the Google spreadsheet is done by going to Notification Rules

under the Tools menu. In the TS Gmail account, filters have been set up that forward these messages to the appropriate staff in the TS Department. Once the notification is triggered and goes into that departmental Gmail account, these filters forward the notification out to the appropriate staff. The email notification is short, simple, and does not allow for any customization. The email includes a link to the spreadsheet where the form responses are recorded, which provides one-click access to the problem report in the responses spreadsheet. In the responses spreadsheet, the columns correspond to the questions asked in the form. Initials and Notes columns are not part of the form but are filled out by TS staff, who place their initials in the Initials column to indicate that they are working on the issue. The problem details and solution (if any) goes in the Notes box for future reference. At one time, this spreadsheet was made available to all librarians and staff but it was discovered that they found it confusing rather than helpful. Once a TS staff member has resolved a problem or identified a solution, that person emails the submitter and patron to let them know. For library staff who are willing and able to do their own troubleshooting, a “Resources” box at the bottom of the right column provides links to resources for self-help troubleshooting, such as a link to see whether an e-resource is properly configured to work off campus, a link to a site that provides end-user IP address and browser information, and a link to EBSCO system alerts.

“Request a List” page

The “Request a List” page uses an embedded Google form for staff who want to request a list from MUL’s Integrated Library System (ILS), Innovative Interfaces, Inc’s Sierra. Because this is a shorter form (and the only form on the page), it’s ideal for embedding in a box on the LibGuide. Requests for lists like this used to arrive primarily by exchanging multiple emails with staff. Using this form instead of emails allows library subject selectors and other requestors to know what criteria and information is available to them from Sierra, and also forces them to specify what type of information they are interested in receiving in the final spreadsheet. Embedding Google forms into LibGuides is incredibly simple. When creating a Google form, instead of using the Send Form button to generate a link, users go to the File menu and choose Embed, then copy the HTML code. In LibGuides, a new box is created and from the Add/Reorder dropdown, Media/Widget is selected. This is where the code that Google generated is pasted. Like the “E-Resource Access Problem” form, submissions from this form also go into a Google spreadsheet, and then trigger an email notification to the TS Gmail account. This form also utilizes the Google Form Notifications add-on, which sends an automatic email confirmation to the submitter. Filters set up in the TS Gmail email account then

forward that message to multiple staff in the TS Department. Staff place their initials in a specified column to indicate who is working on the requested list. Completed lists are emailed to the requestor within one to two business days.

“Acquisitions” page

The “Acquisitions” page (and its five subpages) is intended for librarians who are subject selectors/liaison librarians, and it features information about fund activity reports, rush orders, acquisitions contacts, and an embedded Google spreadsheet that lists the fund codes used in Sierra as well as the corresponding librarian liaison. Below the “Acquisitions” page in the LibGuide hierarchy are five subpages that include ordering information for books, e-books, and videos, as well as pages on acquiring and reviewing gifts and donations. Information on video acquisitions has become increasingly important as MUL has expanded its video purchases to include streaming video and patron-driven acquisition (PDA) video acquisition models. Information on gifts and donations is also a necessity for MUL public services librarians, as they may only work with donations a few times a year but are usually the primary contact point for donors.

“E-Book Platforms” page (see figures 5 and 6)

Due to the popularity of patron-driven acquisition of e-books and the growing number of e-book purchasing models and platforms, a page for e-book platforms was necessary. The most frequently asked questions from subject selector librarians involve the features and functionality of the large variety of e-book platforms on which MUL purchases e-books. The “E-Book Platforms” page details both local and consortial e-book platforms and most importantly, has a table (see figure 5) that details all of the e-book platforms available to users and what basic features and functionality each offers (e.g., format of e-book, downloadable, number of simultaneous users, software required, and copy/print abilities). In addition to its availability on the TS LibGuide, the platform table has been re-used by several subject selector librarians for their own public-facing guides. Under the “E-Book Platforms” page are subpages for several of the larger e-book platforms. Platforms such as ebrary and EBSCOhost require more detailed explanation because they are more complex and difficult to use than the publisher e-book sites that offer simple PDF downloads. Each subset platform page is laid out and formatted uniformly, with the same type of information given for each. This allows users to go from one platform to another and compare features across platforms more efficiently (see figure 6).

“Databases” page

The “Databases” page offers lists of locally subscribed/purchased databases with campus/user limits, lists of all EBSCOhost databases (MUL and OhioLINK have invested heavily in EBSCOhost products and the sheer number of EBSCOhost databases can be overwhelming), recently purchased or acquired databases, and a larger box that details recent database changes. These lists allow MUL staff to look up usage limits and see new purchases at any time, rather than waiting on a response from TS staff. On this page, Jing (a free screen capture software), has proven to be very useful. For certain types of database problems, it is often easier to display a screenshot and a few sentences rather than attempting to describe a problem using only text. Error messages seen on database sites are generally more recognized by library staff when seen in context as a screenshot. This allows for more efficient troubleshooting at public service points. The “Databases” page also contains two subpages, one for OhioLINK consortially-subscribed/purchased databases and a second for Kanopy streaming videos. Consortially subscribed/purchased resources may change with more frequency and less warning than locally subscribed/purchased resources, which makes a separate page dedicated to OhioLINK resources necessary. The Kanopy database provides access to thousands of streaming videos that are leased in a patron-driven acquisition model, and the TS Department gets frequent questions about how the model works, what is available through Kanopy, and how to embed and link to Kanopy videos. This page provides all of that information in one place and reduces the number of phone calls and emails received by TS staff about Kanopy resources.

“Serials” page

Serials are by far the most confusing, most frequently changing, and most complex of the resources that libraries provide. The “Serials” page on the TS LibGuide and its subpages (BrowZine, Get It Now, SharedIt!, OhioLINK, Open Library of Humanities, Serials Policies) attempt to provide information in a self-service model to cover the most frequently asked questions about serials changes, models, and policies. The “Serials” page is where links to lists of serials changes (by fiscal year) and serials review materials are posted. Like the “Databases” page, the “Serials” page also contains a box with recent platform changes, new additions, and cancellations. This page has been exceedingly helpful for platform changes, especially at the end of each calendar year, when numerous journals and packages change publishers or platforms. Subpages on BrowZine (Third Iron), Get It Now (Copyright Clearance Center), and the *SharedIt* (SpringerNature) services came about in response to regular questions about each. These subpages provide a place to aggregate information about a product or service,

including where to go for vendor support, where to find usage statistics for the product, and specific information about how it's been implemented or used at MUL. For example, BrowZine is an app for browsing subscribed library resources in a shelf-like setting that is more intuitive than browsing a straight A-Z list. Faculty in particular like this app and as a result, MUL's public service points receive questions about it. This subpage provides staff with a starting point to help faculty with BrowZine questions. A subpage devoted specifically to OhioLINK (consortially-purchased) serials is necessary due to the complexity of consortial e-journal licensing and packages and a high frequency of questions about those packages. The frequency of change of e-journal packages (both changes within packages and the addition/cancellation of packages) at the consortial level makes this page essential, as it includes links to lists of titles in each package, as well as information on cancellations and new additions. A subpage on the Open Library of Humanities (an open access journal platform) was added when MUL began supporting it in 2015. This initiative is important for librarians to know about both because it provides additional journal titles to our users but also provides open access publishing opportunities to MU's faculty members. This information is essential for liaison librarians who work closely with humanities faculty. The final subpage of the "Serials" page contains information about serials policies that affect library staff, including but not limited to policies about setting up trials of e-journals, replacing missing journal issues, and acquiring/cancelling journal subscriptions.

"E-Resource Usage Statistics" page (see figure 7)

The "E-Resource Usage Statistics" page is one of the most heavily visited pages in the TS LibGuide. Like most libraries in recent years, MU librarians are being asked to make more electronic resource decisions based on usage, which has meant increased requests for usage data. Usage data, whether COUNTER-compliant or not, is cumbersome to retrieve, collect, store, and disseminate. For these reasons, the TS Department created a system to handle usage reports before the availability of usage statistics software. This LibGuides page solves the problem of dissemination of usage statistics to library staff. The initial creation of the page was labor-intensive, but once completed, only requires updates when a publisher, platform, or resource is canceled or added. The top box on the page notes caveats and disclaimers because usage data is inconsistent and full of exceptions. Included in this box are details that staff tend to forget between visits, e.g., the fact that some vendors don't offer usage at all, the frequency of usage statistics updates, and how the spreadsheets open and display. The box also offer tips on determining what publisher or platform report to look at for a specific title, as reports are in

most cases organized by platform. Finally, because the majority of reports offered are COUNTER reports, there is a second box that contains general information about the most current version of the COUNTER standard, so that users know what type of report they are looking at. This is especially useful for e-book reports, since there isn't consistency among e-book vendors in using BR1 and BR2 reports, which report on different types of use. Links to usage statistics are placed in four different boxes organized first by format (e-books, databases, e-journals, e-videos) and then by vendor (for packages) or name (for single databases or stand-alone titles). Coverage years of available statistics are indicated next to each entry as well as the COUNTER report type, if the vendor offers COUNTER reports. Links in these boxes open in Google spreadsheets and users can view or download the spreadsheets if they are interested in compiling and manipulating statistics on their desktop. Statistics are organized by calendar year within each spreadsheet, with each year residing in a separate worksheet. Staff external to TS are not given the ability to edit these reports within Google, as this often leads to unintentional editing and formatting mistakes. Usage statistics spreadsheets are updated monthly by one of the TS Department staff members. MUL also subscribes to the EBSCO Usage Consolidation software, which is capable of producing aggregated usage reports for e-books, e-journals and databases across vendors/platforms. It also provides the ability to create subscription usage details reports and title usage summarized by platform/publisher reports. Because the reporting functions within EBSCO's Usage Consolidation software are not user-friendly to non-TS staff, these reports are retrieved by the TS Department from this software annually and linked to in a separate box on the "E-Resource Usage Statistics" page (see figure 7). The purchase of e-books via PDA has gained significant traction as a purchase model at MUL over the last six years. Reports on PDA e-book triggers and usage can be significantly different from COUNTER reports. Because of this, the TS LibGuide "E-Resource Usage Statistics" page includes separate subpages for PDA e-book usage reports. MUL purchases PDA e-books from both EBSCOhost and ebrary, which can be a source of confusion to library staff. These subpages are another ideal place for utilizing embedded Google spreadsheets. On both the ebrary and EBSCOhost PDA subpages, embedded Google spreadsheets display PDA trigger reports (updated weekly) and turnaway reports (updated quarterly). Because the updates to these spreadsheets takes place entirely in Google Drive, these subpages within LibGuides require little to no maintenance.

"EZProxy" page

To staff outside of TS, library tools and software such as EZProxy, link resolvers, and discovery layers can be incredibly confusing. To combat confusion, the TS Department created three pages in the TS LibGuide to offer general information about each and to better explain how each software works. Based on the frequency of questions and problems related to off-campus access, the TS Department has identified proxy access to electronic resources as one of the most confusing aspects of electronic resources to public services staff. The “EZProxy” page was created to help address this confusion, and attempts to address the two most frequent problems seen. First, that users can (and must) add the proxy prefix to subscribed electronic resource URLs to enable off-campus access, and second, that only one instance of the prefix is required at the front of a URL. Numerous instances of links with up to three proxy prefixes appended to the front of them were discovered in some public-facing LibGuides, which creates log-in loops for end users. This page also helps to address questions about locally created stable URLs that automatically push users through the MUL proxy server without requiring the addition of the proxy prefix.

“Link Resolver” page

Link resolvers are truly “behind-the-scenes” products and while library staff use the public-facing menu of MUL’s link resolver regularly, few of them understand how it works or what its limitations are. Several years ago, MUL transitioned from a consortial, locally created link resolver to a commercial product. This change surfaced many questions from staff about display and functionality issues, which was the genesis of this page. The “Link Resolver” page in the TS LibGuide addresses basic functionality of the link resolver, describes limitations of the software (in some cases, platform-specific limitations), offers information about how services like Google Scholar and PubMed utilize linking, and provides links to usage statistics generated by the link resolver.

“EBSCO Discovery Service” page

The TS LibGuide page on MUL’s EBSCO Discovery Service implementation serves two purposes. It started as a place to manage the implementation process for the discovery service, which began in 2012. This page was used to keep library staff informed about the implementation personnel and timeline, and to compile lists of known issues and solutions. Once the implementation was complete, the page remained in the TS LibGuide and was updated to include subpages for both discovery service usage statistics as well as information on how to build discovery layer search boxes.

“Archived Content” page

After several years of utilizing LibGuides in these ways, the TS Department recognized that some material was outdated (specifically electronic resource updates) and no longer useful to staff external to TS. The creation of an “Archived Content” page allows the Department to remove outdated information from the primary pages, keeping them shorter and simpler, while still maintaining the content for those within the TS Department who might need it. Archiving information in this manner also allows the TS Department to track changes over time, making staff less reliant on the institutional memory of the staff who worked on these changes originally. Lastly, but still importantly, archiving the content this way allows for the preservation of LibGuides usage statistics associated with the boxes and links, in the event that this usage is needed for reporting.

Adoption by Public Services Staff

The literature about implementing Web 2.0 tools like a LibGuide for communication indicates that it isn't technological barriers that inhibit staff from utilizing it, but a lack of organizational effort in the implementation of such tools.⁵⁰ Several changes in how the MUL TS Department communicated to public services staff were made to encourage use of the TS LibGuide. Email announcements for things like electronic resource free trials and non-critical electronic resource updates or announcements were discontinued, and instead placed only on the “News and Updates” page of the LibGuide. If staff want to find out about free trials or read about non-critical vendor maintenance, the LibGuide is their sole source of information. Critical information about widespread system outages is still sent out via email as well as posted on the LibGuide. The Coordinator of Collection Access and Acquisitions strongly encouraged public services staff to use forms found in the LibGuide for problem reporting and to request lists of materials from MUL's Sierra ILS. Staff were told that using the provided forms instead of emailing TS staff directly would provide a quicker response time, as multiple staff monitored the forms. The presence of a self-service portal for electronic resource usage statistics on the LibGuide has also served as an excellent motivator for public services staff who need usage reports immediately. When a public services staff member contacts a TS Department staff member with a question, if the information required can be found on the TS LibGuide, the TS staff person simply provides the link to the TS LibGuide page to the requestor. Newly hired public services librarians become generally acclimated to LibGuides as they all receive a LibGuides account and basic training in creating and maintaining LibGuides. Additionally, the Coordinator of Collection Access and Acquisitions provides a two hour introductory session to each new public

services librarian on electronic resources and serials that heavily utilizes TS LibGuide content. This orientation is meant to provide new staff with immediate knowledge of the self-service content available to them on the TS LibGuide. The above strategies have been in place for over six years and have made the TS LibGuide a fixture for many public services staff.

Assessment - LibGuides Statistics and Google Analytics

Looking at the statistics provided by Springshare for each page in a LibGuide has helped to guide the TS Department in updating content. Statistics for specific pages are checked regularly to determine if anyone is looking at them, and if so, how many times each has been viewed. If a specific piece of content sees no use over a semester-long period or more, then the TS Department considers archiving or deleting it. LibGuides statistics display data both textually and graphically, and each view can be downloaded for use in reports. Usage reports can be customized for a period of time selected by the LibGuides user in increments of days, weeks, or months. Also noteworthy is that usage of a LibGuide while a staff member is logged in to their LibGuides account doesn't count towards these statistics, so the work that TS staff do on the TS LibGuide while logged in doesn't artificially inflate the numbers seen in the usage statistics. This usage data has also been helpful for TS librarian annual reports, promotion and tenure documents, departmental statistics, justifying the cost of MUL's LibGuides subscription, and justifying the use of staff time in the TS Department. Since the inception of the TS LibGuide in 2010, the guide has had 7,219 total page views. 2013 saw the guide's lowest usage, with only 786 page views and 2014 saw the guide's highest usage, with 1,374 page views. The most-used pages on the guide for all years are the "Home" page and the "Electronic Resources Usage Statistics" page. While the LibGuides statistics are informative, they don't necessarily illustrate the depth of the usage. For institutions that want a more in-depth look at LibGuides usage, Google Analytics can be easily integrated into an institution's LibGuides account. MUL set up Google Analytics on its LibGuides in 2015, and data gathered by Google corresponds to what we see in our LibGuides stats but provides a much greater level of granularity. The TS Department hopes to use this more detailed information to further refine the content of the LibGuide.

Non-Successes

Because the MUL TS Department has been using a LibGuide for more than five years, the Department has been able to identify and revise or eliminate the less successful features and content. Original iterations of the LibGuide included feedback boxes for library staff using the

guide to provide feedback to the guide's owners. These were utilized only a few times over two years and so were eliminated from the guide to allow space for more important information. With MUL's move to version two of LibGuides in 2015, layout changes were made to the TS LibGuide to conform to library-wide standards implemented for all LibGuides. Layout changes were made based on usability studies conducted with students, and TS staff felt that these layout changes would also benefit staff. Changes primarily involved simplifying page layouts (three columns at 25/50/25 to two columns at 25/75), adding a standardized librarian profile box to the home page, and attempting to maintain shorter page lengths to avoid the need for multiple page scrolls. Originally, a "Policies" page was placed as a top-level tab on the TS LibGuide, but because use of the page was extremely low, policies were moved to lower level pages under their respective topics. For some time, the TS LibGuide hosted a page on open access (as part of Open Access Week celebrations) intended to educate staff internally on scholarly communication issues. As MUL became more comfortable with internal, private LibGuides over the years, this open access content was moved to its own internal guide and more fully developed. The pages that have undergone the most revision (but still remain part of the guide) are the "E-Book Platforms" pages. When the guide was started in 2009, MUL was providing e-book access to patrons on only a handful of platforms, all of which were provided by a consortium. Over the intervening years, e-book purchasing has grown exponentially on more than a dozen platforms, necessitating the growth of the e-book content provided on the TS LibGuide.

Conclusion

Communication within an academic library has long been a topic of interest because of its complexities and challenges. It is clear that technological advances have both hindered and helped the communication challenges within academic libraries. While the communication challenges faced by the public and technical services silos in academic libraries have been articulated and discussed at great length in the literature, few solutions have been found to overcome these barriers. Miami University Libraries Technical Services Department has experimented with and found success using Springshare's LibGuides product as a successful method of reciprocal communication and collaboration between its Public and Technical Services units. The flexibility, affordability, currency, and intuitive nature of the product allowed Technical Services staff to create a dynamic LibGuide that provides needed information about Technical Services functions and processes to public services staff in a centralized, self-service location.

Figure 1

The screenshot shows the top navigation bar with the Miami University Libraries logo and the text "MIAMI UNIVERSITY LIBRARIES". Below the logo is the breadcrumb trail: "Miami University Libraries / LibGuides / Technical Services / Home". The main heading is "Technical Services: Home". A horizontal menu contains the following items: Home (highlighted), Who's Who, News & Updates, Report Problems, Request a List, Acquisitions, E-Book Platforms, Databases, and Serials. Below this menu is a second row of links: E-Resource Usage Stats, EZProxy, Link Resolver, EBSCO Discovery Service, and Archived Content. The main content area is divided into two columns. The left column, titled "Your Librarian", features a portrait of Jennifer Bazeley, a woman with glasses wearing a purple top, with her name "Jennifer Bazeley" printed below. The right column, titled "Quick Links", contains a bulleted list of links: Who's Who, News & Updates, Report Problems, Request a List, Acquisitions, E-Books, Databases, Serials, and E-Resource Usage Stats.

Figure 2

Technical Services: Who's Who

The screenshot shows the "Who's Who" page. The navigation menu at the top includes: Home, Who's Who (highlighted), News & Updates, Report Problems, Request a List, Acquisitions, E-Resource Usage Stats, EZProxy, Link Resolver, EBSCO Discovery Service, and Archived Content. The main content area is split into two columns. The left column is titled "Have Questions About ... ?" and contains a bulleted list: ER, Serials, OhioLINK Questions; Fund, GOBI, Invoices, Ordering; Gift Questions; and Government Documents. The right column is titled "Who's Who" and contains the heading "E-Resources & Serials, OhioLINK Questions", followed by the name "Jennifer Bazeley" and the phone number "Phone: 9-4216".

Figure 3

Report Problems
<ul style="list-style-type: none">• E-Resources Access Problem Form Use this form during regular business hours to report all e-resource access problems.• MU Libraries Feedback Use this form on evenings and weekends for Miami e-resource access problems.• OhioLINK Problem Reporting Form Use this form on evenings and weekends for OhioLINK e-resource problems.• Report a Catalog Error
Resources
<ul style="list-style-type: none">• Check a URL for EZProxy Coverage• Download Miami University VPN Software• EBSCO Products System Alerts• Is It Down Right Now?• OhioLINK Connection Info Link• OhioLINK Databases A to Z• OhioLINK Staff Page (OStaff)• Online Journals A - Z

Figure 4

ER Access Problem Form

When helping a patron, please ask the patron to visit:
https://www.ohiolink.edu/content/ohiolink_connection_information to obtain browser and IP information.

* Required

Your Name *

Your E-Mail Address *

Patron E-Mail

Internet Connection *

Type of Device *

- Desktop
- Laptop
- Tablet
- Smartphone
- Other:

Operating System *

- Windows
- MacOSX
- Linux
- iOS
- Android
- Other:

Browser *


Figure 5

eBook Info by Platform					
Provider	Format	Download?	# of Users	Software	Copy/Print?
Cambridge University Press	PDF (chapter)	yes	unlimited	browser, Adobe Reader	yes
CRC Press	PDF (chapter)	yes	unlimited	browser, Adobe Reader	yes
Credo	HTML or PDF (chapter)	yes	unlimited	browser, Adobe Reader	yes
de Gruyter	ePub (book) or PDF (chapters)	yes	unlimited	browser, Adobe Reader	yes
Digitalia	HTML or PDF	yes	unlimited	browser, Adobe Reader	yes
ebrary	proprietary or PDF (chapter/section)	yes	1	browser, Java, Adobe Reader	yes (limited)
EBSCOhost	proprietary or ePub	yes	1	browser, Adobe Digital Editions	yes (limited)
Elsevier ScienceDirect	HTML or PDF (chapter)	yes	unlimited	browser, Adobe Reader	yes
Gale Virtual Reference Library	HTML or PDF (chapter)	yes	unlimited	browser, Adobe Reader	yes

Figure 6

ebrary E-Books

The direct link to Miami's ebrary site is: <http://site.ebrary.com/lib/muohio/home.action>



Source: Miami

Lease or Own: Own

Single or Multiple Users: Single or Multiple* Users

Format: HTML (proprietary) or PDF

Downloadable: Single user: yes (chapter/page range as PDF); Multiple user: yes (chapter/page range as PDF OR entire book)

Printing Allowed: yes (with publisher limits)

Platform/Software: web browser; Java; Adobe Reader

Accessibility Info: <http://support.ebrary.com/kb/category/en/accessibility/>

Registration: yes (requires all users on and off campus to sign in with MU unique ID and password)

Link to Support: <http://support.ebrary.com/>

How Cataloged: Individual records in catalog

Usage Reports: yes (see **ebrary PDA** report tab under the **E-Resource Usage Stats** tab)

Notes:

The new ebrary online reader was released in September 2014. Information about the new reader is available on the **ebrary LibGuide**.

Figure 7

EBSCO Usage Consolidation Reports	Databases
<p>EBSCO Usage Consolidation software allows us to combine COUNTER-compliant reports from many vendors into one database and produce compilation reports.</p> <ul style="list-style-type: none">• Subscription Usage Details (Cost Per Use for EBSCO Subscription Titles) 2012• Subscription Usage Details (Cost Per Use for EBSCO Subscription Titles) 2013• Subscription Usage Details (Cost Per Use for EBSCO Subscription Titles) 2014• Subscription Usage Details (Cost Per Use for EBSCO Subscription Titles) 2015• Title Usage Summarized by Platform 2011• Title Usage Summarized by Platform 2012• Title Usage Summarized by Platform 2013• Title Usage Summarized by Platform 2014• Title Usage Summarized by Platform 2015• Title Usage Summarized by Publisher 2011• Title Usage Summarized by Publisher 2012• Title Usage Summarized by Publisher 2013• Title Usage Summarized by Publisher 2014• Title Usage Summarized by Publisher 2015	<p>Adam Matthew (2016-) DBR1</p> <p>AdSpender (2013-)</p> <p>Alexander Street Press (April 2009-) DBR1</p> <p>APA PsycInfo (2012-) DBR1</p> <p>ArtSTOR (June 2004-)</p> <p>Bibliography of Asian Studies (2009-2016) [for 2016 forward, see EBSCO Database report]</p> <p>Birds of North America (2014-)</p> <p>Business & Industry (Gale) (2009-2015)</p> <p>Cabell's Directory of Publishing Opportunities (current year only) <i>Note: self-service; must be on campus to view usage</i></p> <p>Chadwyck Healey Databases (2008-)</p> <p>Chadwyck Healey Databases COUNTER (2009-) DBR1</p> <p>Children's Literature Comprehensive Database (2013-)</p> <p>Columbia Gazetteer of the World (2014-) DBR1</p>

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