

*Guiding and Enhancing  
Our  
Patrons' Research*

*Providing  
Collections, Services & Spaces  
Into the Future*

*Dr. Russell Bailey*

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**Mutual Inclusion of**

**High Touch ↔ High Tech**

**Face-to-Face ↔ Asynchronous**

**Paper Print ↔ Virtual / Electronic**

# Meeting Patron Needs

**Point**

**Level**

**Time**

**Place**

**Format**

**Speed**

# Who are our patrons?

- **Students - level, age, discipline/subject(s)**
- **Faculty – level, age discipline/subject(s)**
- **Staff – level, age, discipline/subject(s)**
- **Internal – library as learning laboratory**
- **Affiliated professionals – level, age, discipline/subjects**
- **Community patrons**

# Students – Net Generation+

## Net Generation+ Student characteristics:

- Are born after 1980
- Are oriented to working in groups
- Are experiential (hands-on) learners
- Are producers as well as consumers
- Emphasize using visual images as communication
- Are \*always\* electronically connected
- Like multi-tasking, quickly shifting between activities, operate as \*hypertext\* minds

# Net Generation+ Students Want Library Spaces, Staff, Services and Collections to

- Provide strongly positive *affect of service* (LibQUAL+®)
- Facilitate and enable *informational control* (LibQUAL+®)
- Provide user-centered, “one stop shopping”
- Be supportive of student learning styles
- Be warm, welcoming, comfortable.....
- Provide many collaborative  
work spaces ↔ social spaces = *library as place*  
(LibQUAL+®)

# Faculty & Student Needs & Preferences

(cf. Univ. Rochester anthropological studies)

## May vary by

- age
- gender
- ethnic origin
- SES
- family educational background
- etc.

# Faculty & Student Needs & Preferences

(cf. Univ. Rochester anthropological studies)

## Probably vary by

- **Discipline** – natural science, art, computer science, social work, architecture, literature, mathematics, dance, political science, history, etc.
- **Level** – freshman, senior, Master's, doctoral, senior researcher, etc.

# Faculty & Student Needs & Preferences

**Jean Piaget → Jerome Bruner → S. Thorin  
(IUB Research Commons), et al**

**Every discipline/subject has an innate, integral, unique structure, discernible from its simple to its complex levels:  
*calculus is understandable to a 6-year-old, an undergrad,  
and in its most complex form to senior researchers***

**Research resources and methods are most useful, usable and effective, when they reflect and accommodate these innate structural differences, these characteristics**

# **Time & Place of Need**

**Time -**

**anytime, 24 / 7**

**Place -**

**any place - library, dorm, across  
town, out of state, even abroad**

# Whose Collections are they?

- **Students'?**
- **Faculty's?**
- **Reference librarians'?**
- **Staff's?**
- **Others'?**

# Format & Speed

## Format

paper – book, chapter, encyclopedia, handbook, journal, journal issue, article, etc.

microform

electronic – database, journal, article, page, sentence, phrase, image, ...

## Speed

search: “equitable healthcare”

Mediated searching, e.g., reference interview: 5 minutes to ?

Catalog searching - basic, enhanced with federated/meta-searching, Open URL Resolver, dynamic ILL/doc-delivery, etc., features: 3 minutes to ?

Electronic database searching: ?, depending on search interface usability & intuitiveness, patron’s information literacy (ACRL) skills, etc.

Google search: 0.11 seconds, 1,020,000 hits

Google Book Search: 0.00 seconds, 646 hits “All Books”, 46 hits, “Full View”

Google Scholar: 0.15 seconds, 13,800 hits

# **Information Resources**

**Just – in – Case**

**Warehouse of resources**

**Just – in – Time**

**Need-based, dynamically accessible  
resources**

**at the “teachable moment”**

# Acquiring & Storing

- **Cost – purchase, process, maintenance, etc.**
- **Space – open shelving, compact shelving, on-site / off-site remote storage**
- **Quality control**

# Physical % - Virtual %?

Greater emphasis on development of

*24/7, anywhere-anytime virtual /  
electronic collections*

than on acquisition and storing of

*physical bricks & mortar / paper print  
library collections*

# One Integrated Collection

For patrons using  
virtual / electronic resources,  
reference & circulating collections  
merge & are used as  
*one integrated collection*

# Virtual / Electronic%?

## Advantages – for whom?

1. ... for ...
2. ... for ...
3. ... for ...

## Disadvantages – for whom?

1. ... for ...
2. ... for ...
3. ... for ...

# Paper Print%?

## Advantages – for whom?

1. ... for ...
2. ... for ...
3. ... for ...

## Disadvantages – for whom?

1. ... for ...
2. ... for ...
3. ... for ...

# Weeding ↔ Maintaining

**One-time and ongoing**

**Incremental**

**Attritional**

# Weeding

**30% - 40%? More?**

**Determine by usage data / studies**

**“80 / 20 rule”:**

*80% of usage*

**attributable to**

*20% of collection*

# Two Sample Collections

## I. Oxford Reference Online Premium

**161 titles – Premium Collection**

**14 additional titles - Literature Collection**

**61 additional titles – Western Civilization Collection**

**Discontinue all paper print versions**

**= buy no more paper print versions**

# **Two Sample Collections**

## **II. Gale Literature Resource Center**

**Contemporary Authors, Literary Criticism;  
Literary Biography, MLA International  
Bibliography, etc.**

**Discontinue all paper print versions  
= buy no more paper print versions**

# Keep Paper Print

*Lexis-Nexis Red Books*

**Financial Ratios**

**How to write a business plan**

**Marketing books**

**Job-seekers**

**Statistical collections**

**Subject-specific items – encyclopedias (literary characters, *Africa South of the Sahara*), historical dictionaries, *New Interpreter's Bible*, Bible commentary, etc.**

# Keep Both

**When finances allow,**

**When there is sufficient cost-  
benefit (usage) for both media,**

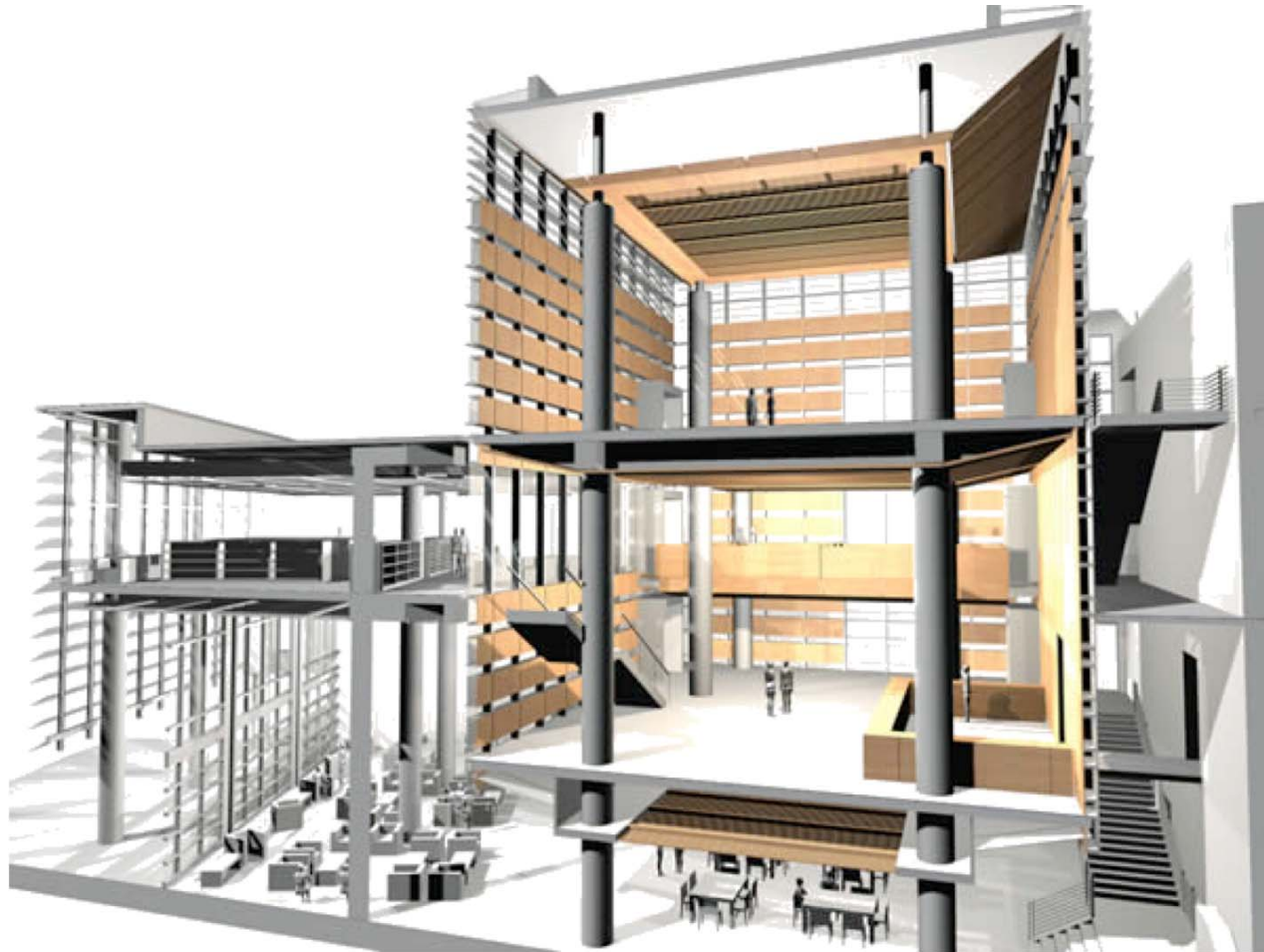
**When there is space,**

**When...**

# Who decides?

- **Librarians**
- **Library liaisons**
- **Faculty representatives**
- **All of the above**
- **Others**

# “Bookless” - UCMerced



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# “Book bound”- Armchair Library

<http://www.nobodyandco.it>



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# Resources

*Educating the Net Generation.* Diane G.& James L. Oblinger, eds. EDUCAUSE, 2005

*Environmental Scan: Pattern Recognition.* OCLC, 2003. <http://www.oclc.org/reports/escan/>

*The Information Commons Handbook.* Donald Beagle, with Russ Bailey and Barbara Tierney. Neal-Schuman, 2006.

*Learning Spaces.* Oblinger's, eds. EDUCAUSE, 2006