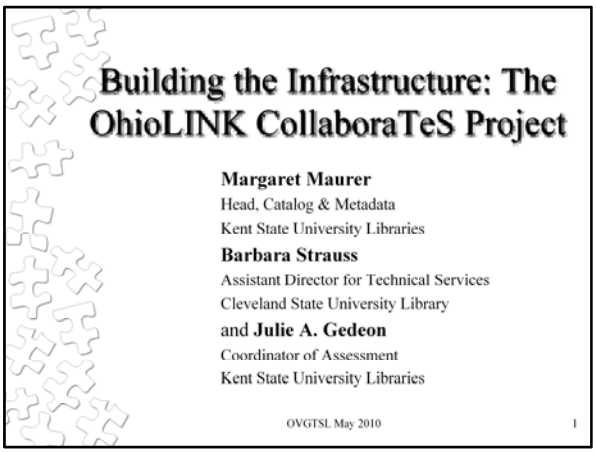
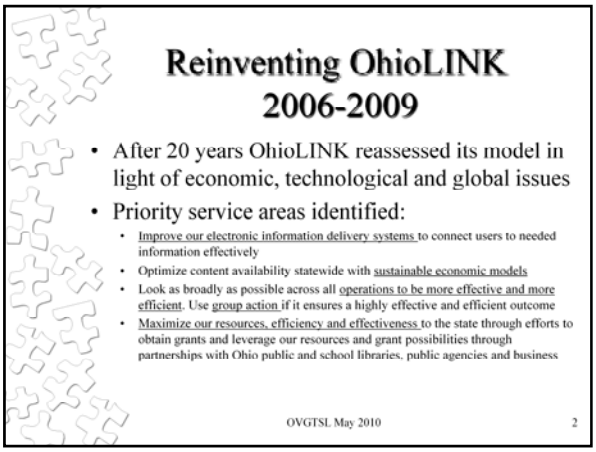


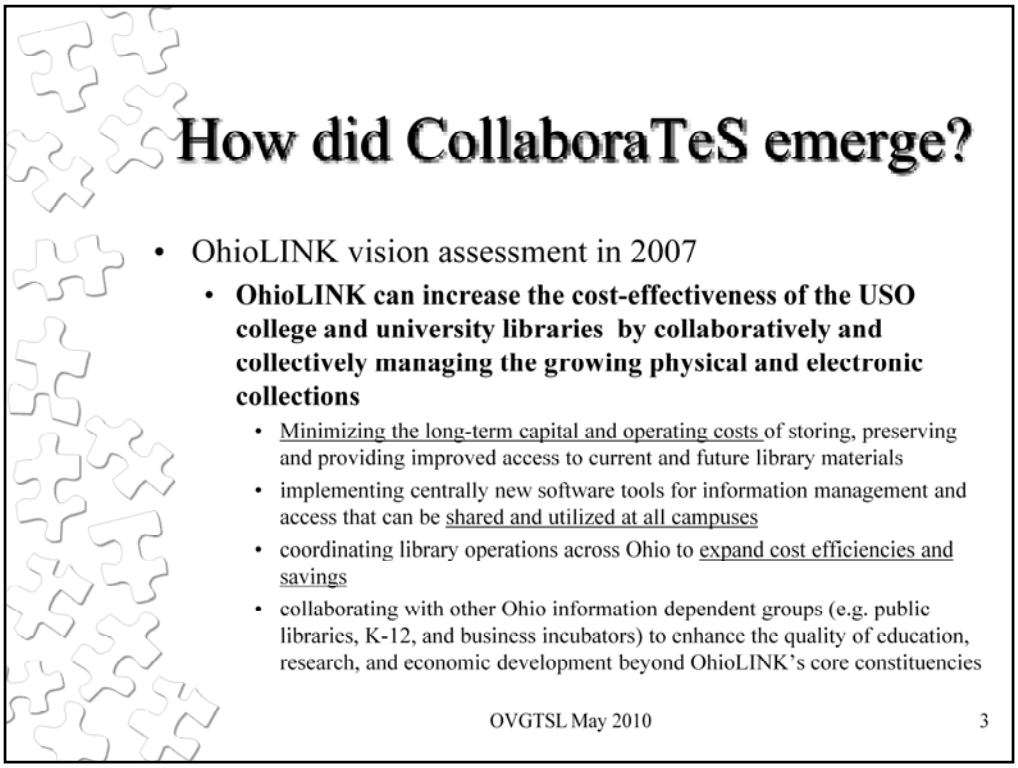
[Barbara starts here]



CollaboraTeS grew out of a four year process of "Reinventing OhioLINK" beginning in 2006 through 2009. In 2009 the initiative became OhioLINK 2.0 – following the cultural model of remaking contemporary American life.

CollaboraTeS emerged from a long process of committee work and assessment and is one among many of the new initiatives being undertaken by OhioLINK libraries. OhioLINK is changing, slowly, but surely.

[read slide points about service areas]



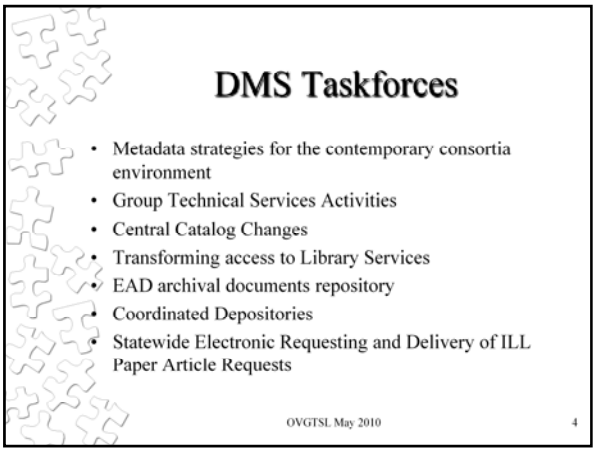
In 2007 Tom Sanville, OhioLINK's former director, outlined a new vision

• OhioLINK can enable the USO to be a global leader in research that generates robust economic development
• OhioLINK can enable the USO to maximize accessibility to higher education
• OhioLINK can increase the cost-effectiveness of the USO college and university libraries by collaboratively and collectively managing the growing physical and electronic collections

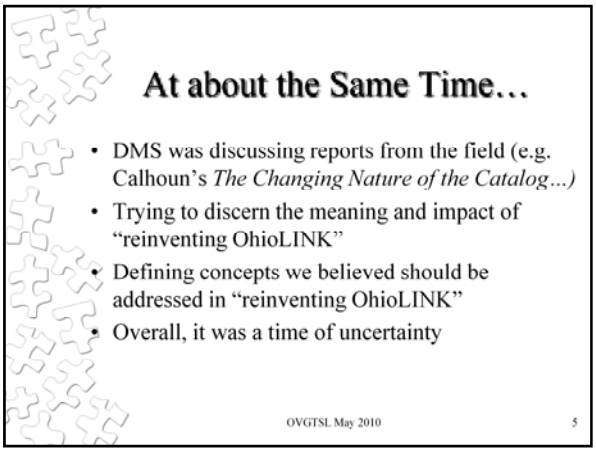
It is the third point that lead to exploration of opportunities in the area of technical services. Many of the issues focused on cost reduction and reduction of duplication among campuses.

[read highlighted points]

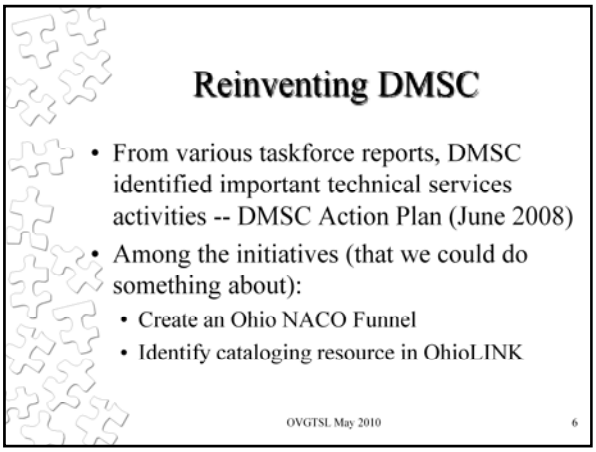
Upon hearing these lofty objectives, many of us were uncertain what that meant on the ground among the folks who do work every day in our libraries.



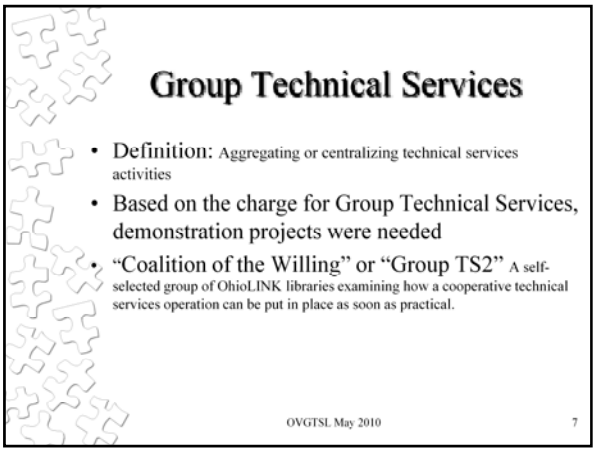
Twenty taskforces were formed and given charges to explore every aspect of OhioLINK library services. In the technical services area, DMS , or the Database Management and Standards Committee, lead of participated in seven taskforces.



On a parallel track, DMS was trying to make sure that the technical services voices are hear during the changes.



DMS entered a formal process of reinventing itself. Magda el-Sherbini recommended that DMSC set up a small group to work on strategic initiatives for DMSC. The group appointed Barbara Strauss, Magda el-Sherbini and Margaret Maurer to do this work. They agreed to go through the individual task force reports and tease out doable things for DMSC.

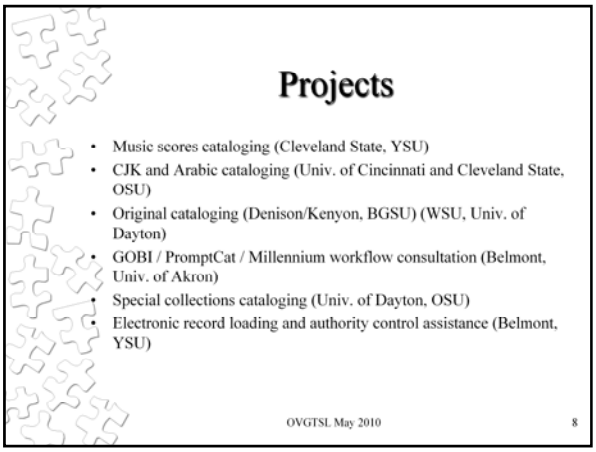


Meantime, back at OhioLINK the Group Technical Services activities were formed.

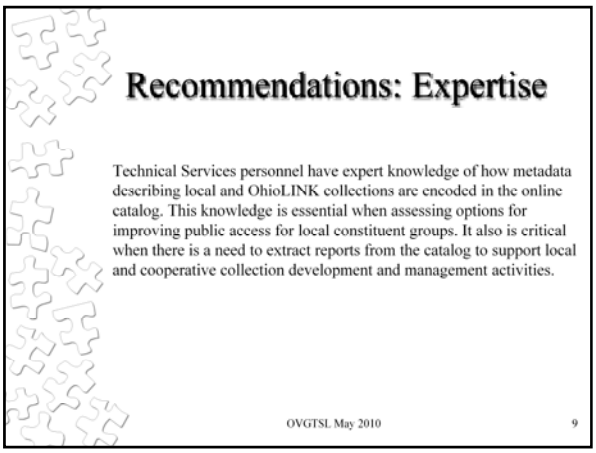
Definition: Aggregating or centralizing technical services activities
Benefits Expected:
Cost savings through staffing efficiencies and discounts
Greater standardization among member activities
Reduce duplication
Improved expertise for libraries who have few staff resources for technical services now

Action/Analysis Required to Make a Decision:
Investigate group acquisitions ordering
Investigate centralized cataloging and/or processing
Investigate new models for authority control
Investigate group serials check-in
Investigate ways to catalog unique local collections of interest to consortial community
Evaluate whether group and centralized activities would cost-effective versus current costs of the group, taking into account libraries' current cost recovery through OCLC via Enhance, BIBCO, and NACO activities
Reassess our relationship with OCLC and with other vendors in light of proposed changes
Compile cost sharing proposals, specifications, and sample workflow routines
Assess whether to issue RFPs for services and issue RFPs as necessary and desired
Make a schedule for participants and the projects' implementation dates

.

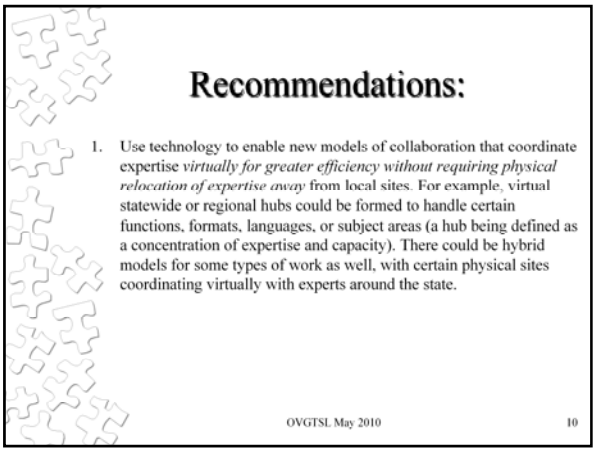


The demonstration projects that came out of this effort included:

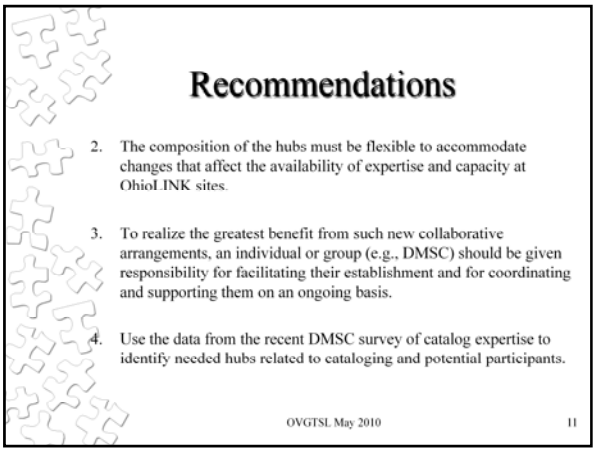


At the end of a long and complicated process, a lengthy report was issued. I would like to share with you the portion that is at the core of the presentation today – that is, identifying expertise.

At the beginning of the recommendations on expertise is this significant statement:



There are five recommendations…


Recommendations
2. The composition of the hubs must be flexible to accommodate changes that affect the availability of expertise and capacity at OhioLINK sites.
3. To realize the greatest benefit from such new collaborative arrangements, an individual or group (e.g., DMSC) should be given responsibility for facilitating their establishment and for coordinating and supporting them on an ongoing basis.
4. Use the data from the recent DMSC survey of catalog expertise to identify needed hubs related to cataloging and potential participants.
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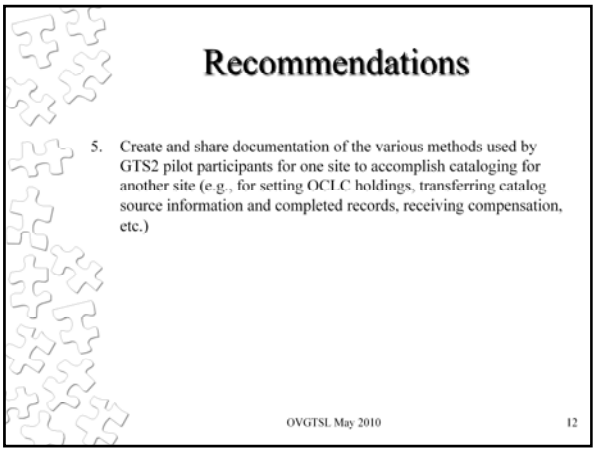
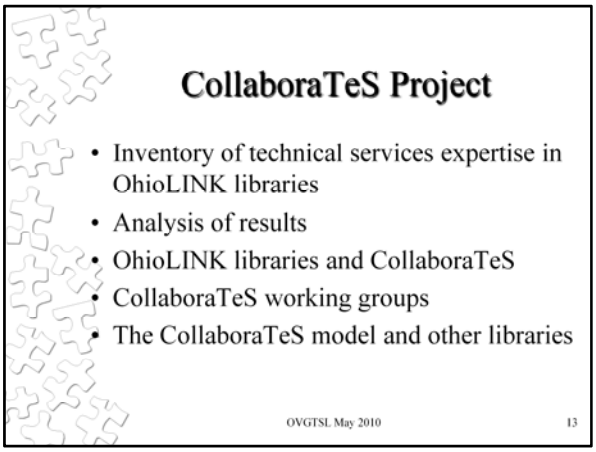


With this somewhat lengthy description of the context for CollaboraTeS, I would like to turn this presentation to Margaret Maurer to explore the specifics of the project.



Thank you Barbara.

Hello and Welcome. I am Margaret Maurer….

Today I get to talk to you about an exciting new project that OhioLINK has initiated: the CollaboraTeS Project. While rooted in the planning process described by Barbara, this project is fairly new, and is anticipated to be long term, and experimental. Therefore, today I'm not only going to discuss the results of our survey of OhioLINK libraries, I'm also going to talk about some of the innovative next steps we have planned for CollaboraTeS.

On the screen you see an outline of where I'm going today.

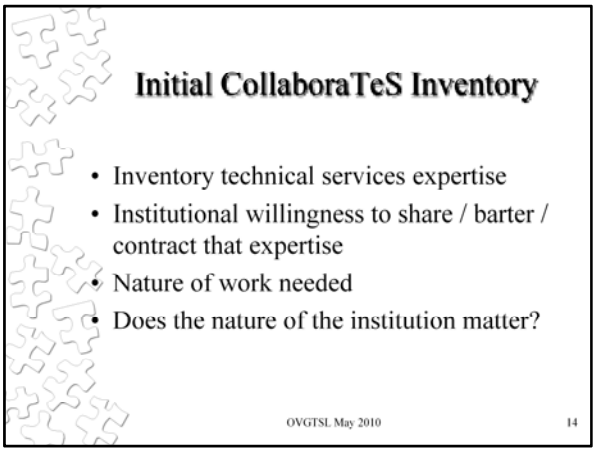
The CollaboraTeS Project works to foster collaboration among OhioLINK technical services departments by providing a set of supportive tools, and by working state-wide to help OhioLINK libraries create collaborative technical services opportunities. I see it as the natural extension of the cooperative collection building that OhioLINK libraries have been participating in.

We don't, as a profession, have a great deal of experience doing technical services work for each other. And we need to be able to do this in order be as flexible as we must be to face our future. We all know that libraries have always collaborated. What is news, however, is the way we hope to apply basic management techniques to inter-institutional projects. Also, maybe taking the contract cataloging model into a new environment—into a truly non-profit environment.

OhioLINK libraries do have experience working with each other to build collections and automation systems. We also have experience collectively cataloging OhioLINK resources. But we have had little experience doing work for each other, mostly because we lacked the opportunity and the infrastructure. How do you find a library that has a particular skill set? How do you approach them about doing your work?

At the point when the CollaboraTeS Project was starting we lacked information on who could do work for others and on who needed work done. We also lacked a basic understanding of how we would go about arranging to do work for each other—workflow, costing models, contracts, etc. These are basic building blocks that are necessary for building a collaborative mindset.

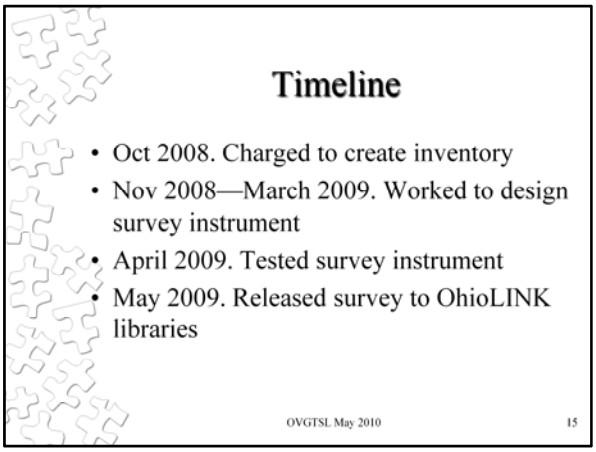
The CollaboraTeS Project exists to provide that infrastructure for OhioLINK libraries—an inventory of technical services expertise, and other supportive tools to provide libraries with information about how to collaborate with each other.



In October 2008 OhioLINK's Database Management and Standards Committee (DMS, DMSC) charged Barbara and I with creating a survey to be administered to OhioLINK institutions. We were asked to inventory a variety of technical services expertise, and to gage institutional willingness to share / barter or contract that expertise with other libraries. In order to do this we invited Julie Gedeon, The Coordinator of Assessment at Kent State, to assist in survey design and analysis. Julie is with us today in spirit.

The first step, was to inventory expertise. We were also asked to gage institutional willingness to share / barter / contract that expertise with other OhioLINK libraries. DMS also wanted to know the nature of expertise that was needed by specific institutions. It's not about what everyone has, it's about what they are willing to admit they have, and what they are willing to share, barter or sell on contract.

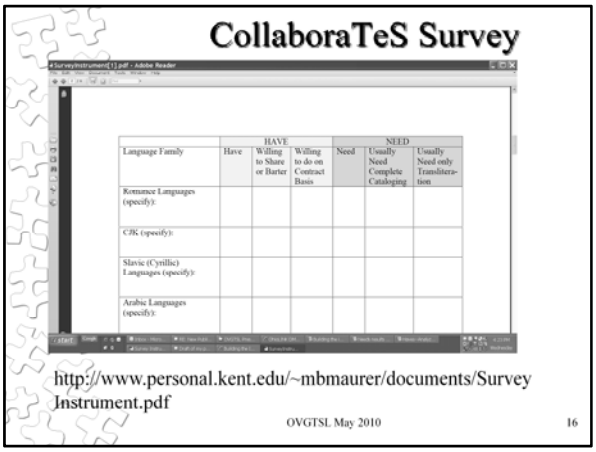
We were also curious about whether smaller or larger schools would be more or less willing to share. For our purposes, we focused on full time equivalents of students at the institution. Small schools had below 5,000 FTE, Medium sized schools had between 5,000 and 20,000. Large schools had from 20,000 to 40,000 FTE and giant schools had more than 40,000 FTE. There were 23 small schools, 10 medium schools, 5 large schools and 1 giant school in the inventory.



We've been at this since October 2008 when we were charged to create the inventory.

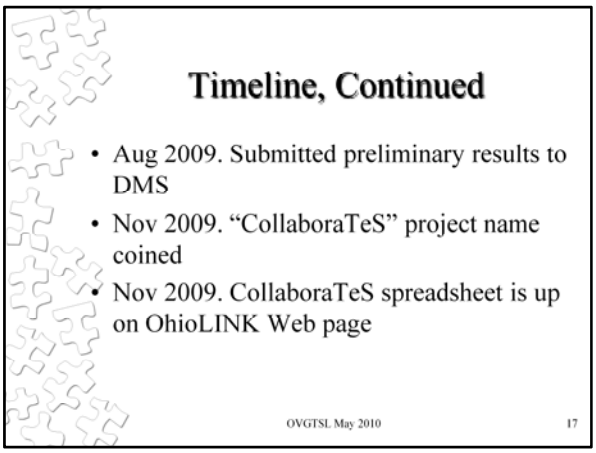
By April 2009 we were field-testing the survey which was released in May 2009

We spent a lot of time working to design what we thought was the best survey instrument. Usually you discover all the warts in your survey design once people respond, and even though we thoroughly tested the instrument, this turned out to be true. There are lots of things I'd do differently in the future.



This is a reproduction of part of the language section of the survey. There is a link on this slide to a PDF of the full survey.

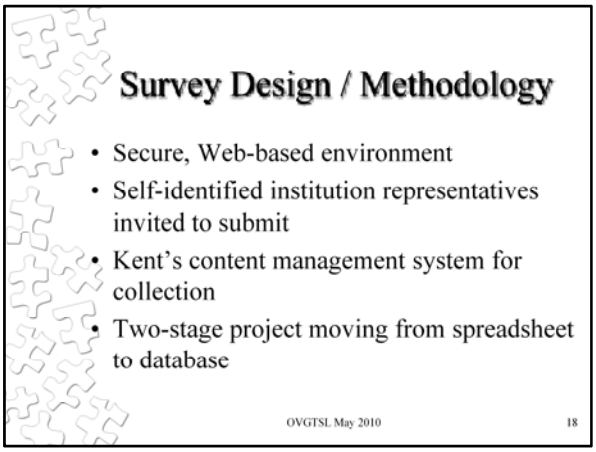
The languages section was the most complicated because we asked additional questions regarding the nature of the help needed—we wanted to differentiate between those that needed only transliteration and those that needed full cataloging.



We nagged a few stragglers during June and July of 2009 and then submitted preliminary results to DMS in August 2009.

Results were finalized and resulting spreadsheets were mounted on OhioLINK Web site for DMS response by October 2009

By December the Web page was up and we were advertising it at the OhioLINK Library Advisory Council (LAC), made up of directors of representative OhioLINK libraries.

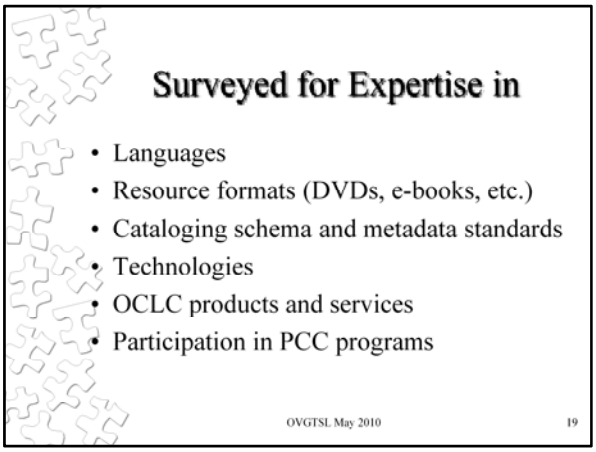


We ended up mounting the survey on Kent State University Library's Content Management System using an on-line form that stored responses in a database. (Security concerns)

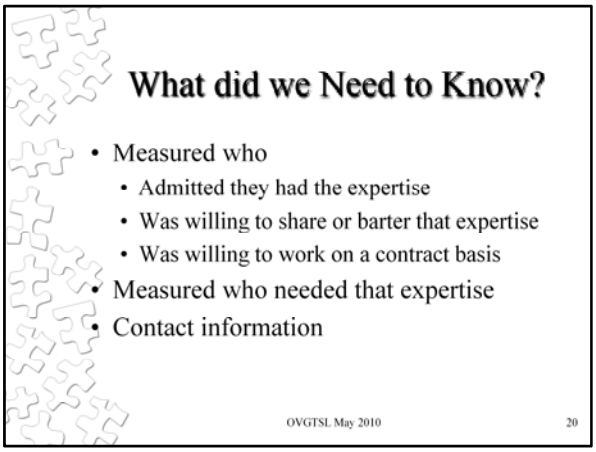
We envision a two-stage project that initially creates a Web tool that displays the survey responses compiled in a spreadsheet. Then from what we learn by doing that, we plan to create a database that can be updated by institutions in real-time.

We contacted OhioLINK institutions to determine how to target appropriate survey responders. We wanted to target someone who had knowledge of technical services operations who also could authorize the use of technical services resources.

We invited the responders to submit their responses. Their data was then extracted from the database and into excel for further manipulation.

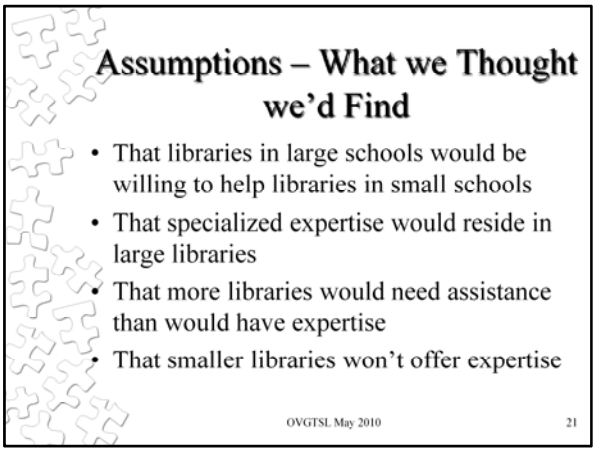


This is a list of the topics we asked participants about. Results from each of these sections is provided here.



In addition to asking about why had expertise, DMS asked us to discover who was willing to share, barter or contract the expertise they had. They recommended that rather than defining costs and detailing relationships at the point of survey, that we instead only ask about the nature of the reciprocation. Details of the remuneration could be determined later between the two institutions, perhaps using some of the other tools on the CollaboraTeS page.

They also charged us with creating an environment where every OhioLINK library can access the expertise, whether or not they can reciprocate.


Assumptions – What we Thought we'd Find
• That libraries in large schools would be willing to help libraries in small schools
• That specialized expertise would reside in large libraries
• That more libraries would need assistance than would have expertise
• That smaller libraries won't offer expertise
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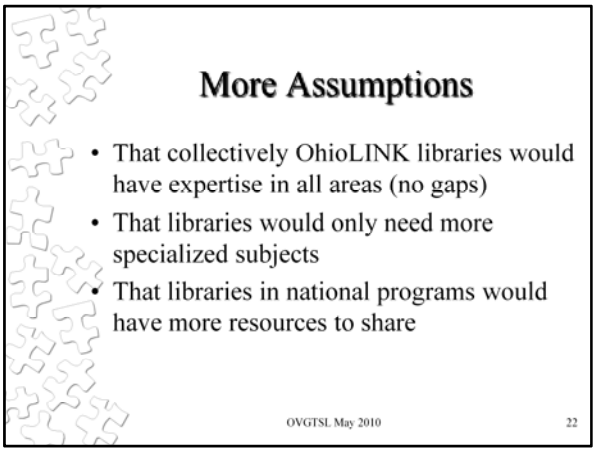
More Assumptions
• That collectively OhioLINK libraries would have expertise in all areas (no gaps)
• That libraries would only need more specialized subjects
• That libraries in national programs would have more resources to share
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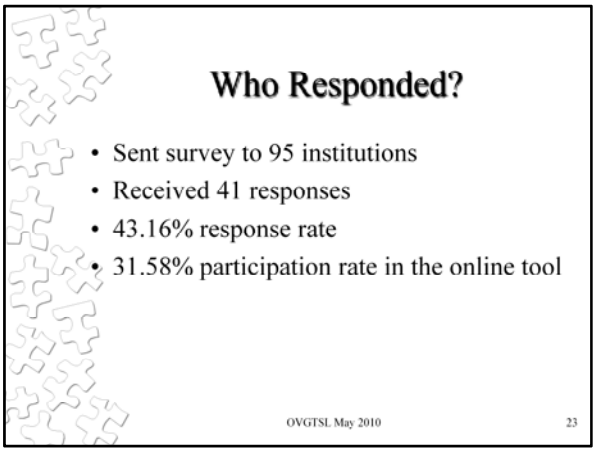
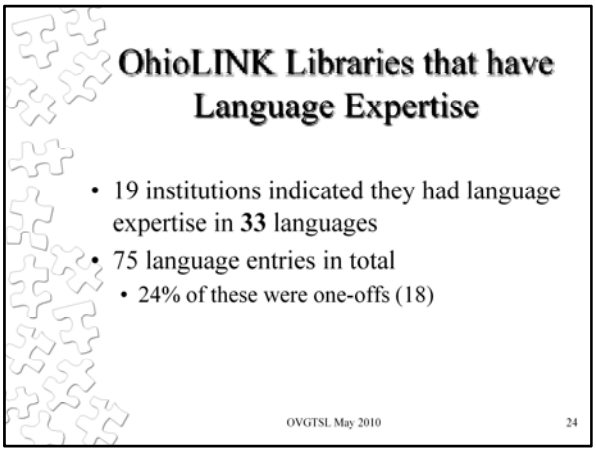


As you can see here we had a 43.16% response rate, but some of those institutions responding by opting-out of the directory. We therefore ended up with a 31.58% participation rate by OhioLINK institutions in the online tool. Not terrific, but a start.

We think the participation rate was lower than it eventually will be because people had a hard time envisioning what we were asking them to participate in. Another theory is that people might not want to admit they have excess capacity in tight times.

By far we had many more responses indicating that they had expertise, than that indicated they needed expertise. This was not what we expected.



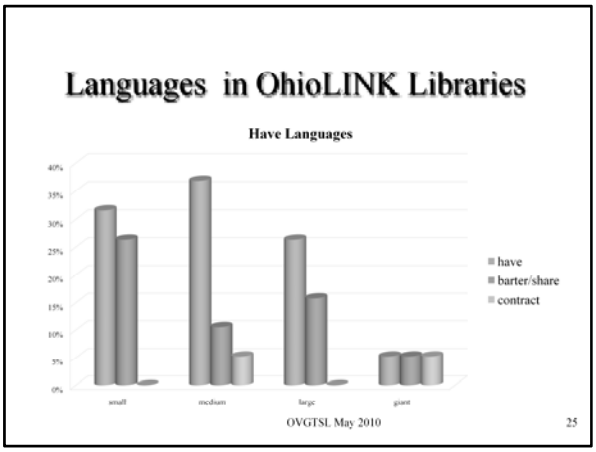
We struggled with how to ask people about languages, finally landing on a scheme to group languages by family and then to ask libraries to identify the language within that family. Consequently the specificity of the responses was all out of whack. For example, some responders specifically stated they had Chinese, but others just marked CJK. Also, people selected our examples more frequently than they thought up their own answers. We did end up with a base list of languages to use into the future.

Because of duplications, the 19 institutions identified 75 languages that they had expertise in. French and Spanish were the most frequently mentioned with 8 institutions reporting that they had bibliographic knowledge of each. OhioLINK libraries also revealed they had expertise in Luo and Ottoman Turkish.

18 institutions identified themselves as having a language that no other institution had – 24% of the responses to this question.

7 of those were identified as being expertise in small libraries that they were willing to share or barter

In fact 15 of the 18 one-off languages were available via share, barter or contract to other OhioLINK libraries.



45% of those who responded to this question were willing to share or barter at least one type of language expertise, and 16% were willing to do work on contract at least once. That means 39% were not willing to share, barter or contract.

It also means that 61% of those who responded to this question were willing to share / barter / do work on contract for at least one language.

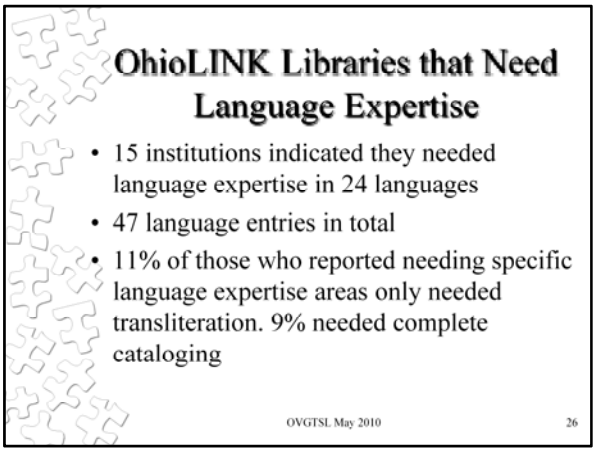
This graph shows the percentage who admits to having language expertise as well as who are willing to barter/share and contract broken down by size of library. The percentage is based on the number who responded to this question. Blue is overall responses, purple represents responses where they indicated they were willing to share or barter and gray are those willing to do work on a contract basis.

Small libraries account for thirty percent of the languages that OhioLINK libraries have—and they appear to be pretty willing to barter or share that expertise. Even small libraries have something to share—and they are willing to share it.

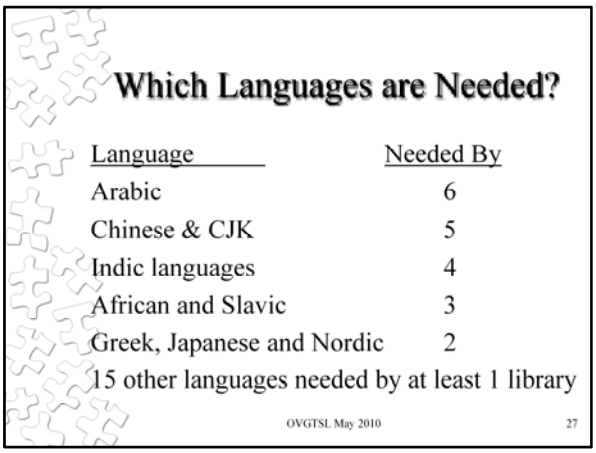
Large libraries also seem quite willing to share.

A much smaller number of libraries is willing to do work on contract.

Remember as you look at these graphs that there are a larger number of small schools in the sample than any other category.



Bibliographic knowledge of languages represented a modestly large area of need, but clearly these numbers are lower than the haves were. This is the beginning of a trend you will see throughout these results—libraries consistently admitted having more expertise than they indicated they needed.

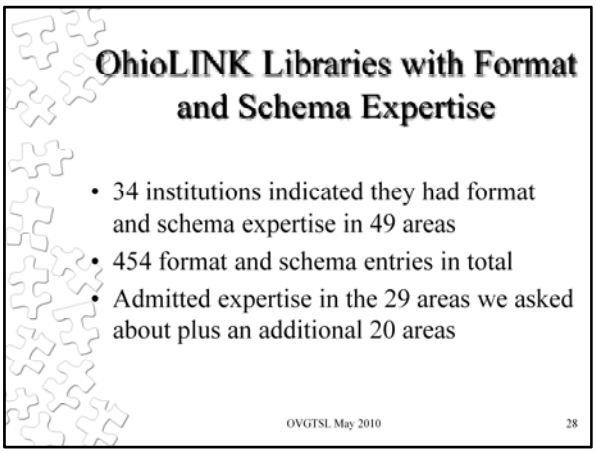


Languages listed here are often some of the hardest to supply when cataloging.

Some of the same problems with specificity were apparent here as well. At first glance Arabic seems to be the most needed language, but Chinese and CJK are both needed by 5 libraries, for a total of 10 libraries.

Languages listed here are often some of the hardest to supply when cataloging.

While some languages were needed more than others, clearly a lot of languages were needed by only one library—sort of our very own long tail of data.

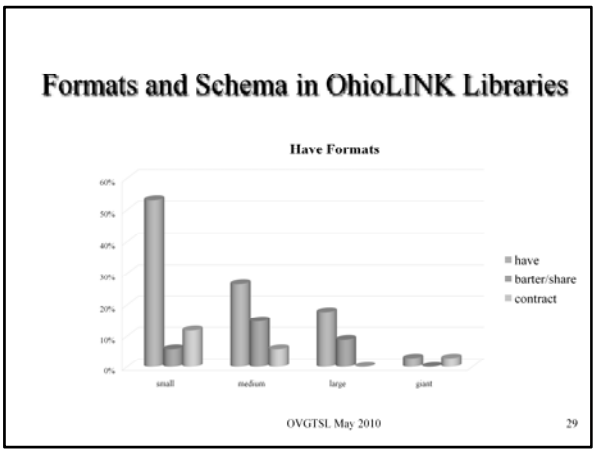


The Format and Schema section of the survey asked about expertise in cataloging formats, including everything from print monographs to streaming audio. We also asked about expertise in cataloging systems such as LC Classification and MeSH, as well as a variety of non-MARC metadata schema. This section gave responders much less opportunity to input their own ideas as we provided many more examples.

While 16% of those who responded to this question were willing to share or barter their knowledge, once again you see that a smaller number of institutions are willing to contract to do work for others – only 10%.

We also found that 74% of those who indicated they had expertise in the 49 areas, did not indicate they were willing to share, barter or do on contract. This number is much higher than it was for languages.

OhioLINK libraries also admitted to having wide array of expertise.

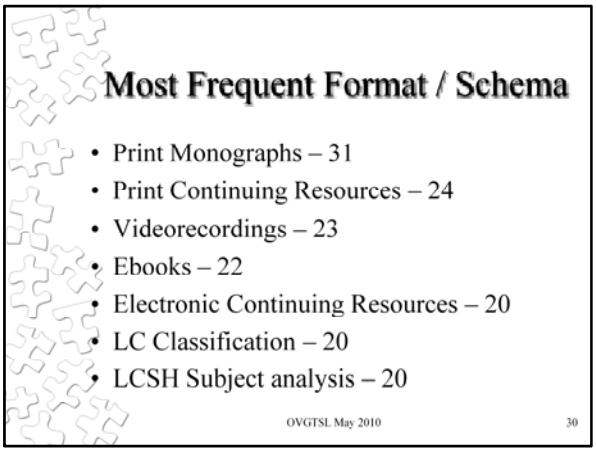


This graph shows the percentage of libraries who responded to this question and who have and are willing to barter/share and contract by size of library.

The percentage is based on the number who responded to this question. Again blue = have, purple = share/barter, gray = do on contract.

Proportionally small libraries were especially unwilling to share this expertise—especially given the level of expertise they admitted to.

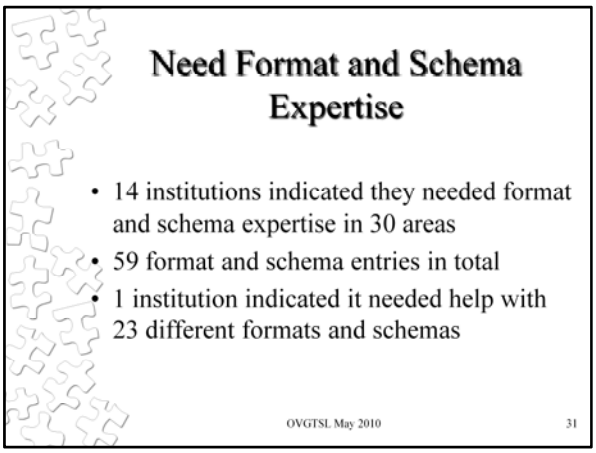
Once again, more libraries were willing overall to do work for others by sharing or bartering, as opposed to on a contract basis.



These are the formats and schemas that responding libraries most frequently indicated that they had.

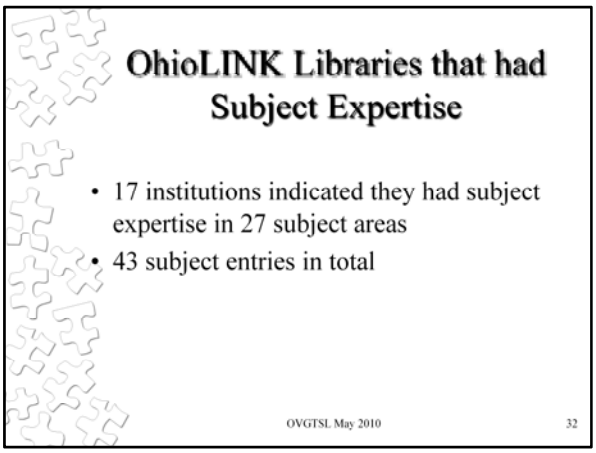
There were 18 formats and schemas where only 1 institution indicated they had expertise. Some of these formats and schemas were truly unique but some of them were caused the survey format – people entered more specific answers such as LPs which could have gone under Sound Recordings for example.

Institutions were willing to share or barter their expertise in 6 of those formats and schemas and one institution was willing to do work in these expertise areas on contract. Some of the formats and schemas that people were willing to share included knowledge of the Art & Architecture Thesaurus, and NACO Headings.



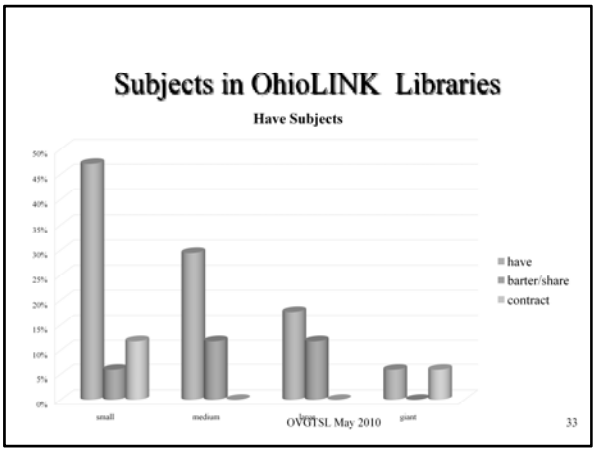
The area where the most help was needed was maps, which 5 institutions needed. Scores came in second with 4. Assistance with educational metadata, EADs, ETD cataloging, MeSh, and rare book and sound recording cataloging all were needed by 3 libraries.

Libraries tended to need more specialized formats such as maps and scores. Fewer libraries needed monographs and print continuing resources.



Ironically, the subject section of the survey allowed people the most freedom regarding what they entered. Essentially we offered them a blank box to fill in. We struggled with how to ask people about subjects because examples do impact people's responses. As with languages we will at least end up with a base list of subjects to use in future work.

The 27 subject areas ranged from Archaeology to Turkey. Subject specificity ranged widely, in part due to the survey format. For example, one library would indicate they had "literature" subject expertise and another would indicate they had "literature—in English" subject expertise.



37% of those who responded to this question were willing to share or barter their knowledge within at least one subject, and 14% were willing to do work on contract.

49% won't share, barter or do work on contract in at least one area

If you look at the relationships between the size of the institution and their willingness to share, barter or do work on contract some interesting patterns emerge.

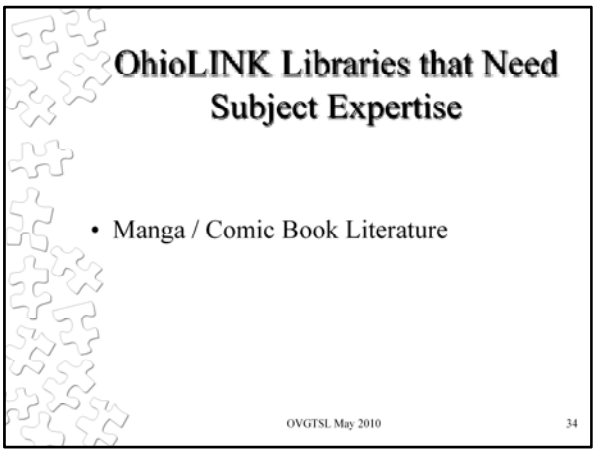
So what might be true?

A larger number of small libraries responded to this question.

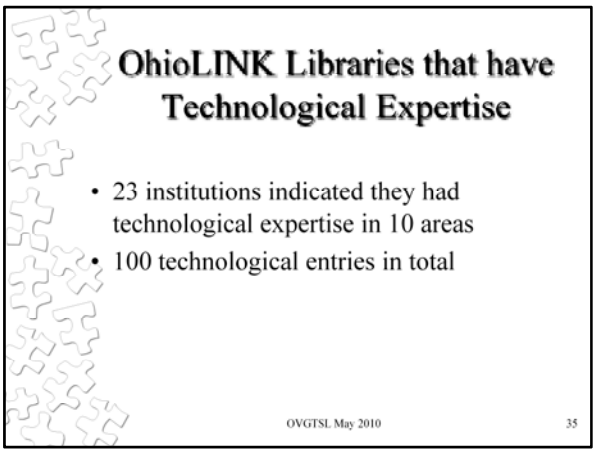
Small libraries that have subject expertise are more willing to do the work on contract for others than are willing to share or barter to gain other help.

Medium sized and larger libraries are more likely to share or barter their expertise than they are to contract to do the work.

Interesting, eh?

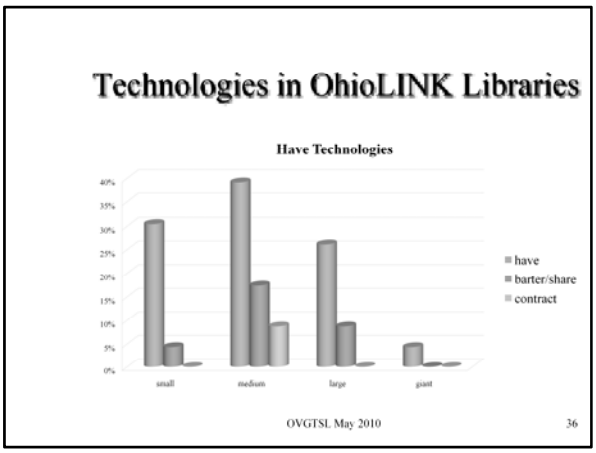


Only one institution indicated it needed assistance with one subject area. We're not sure why this happened, but suspect that the survey structure was a factor. We postulate that people just couldn't think of what they wanted to say without examples.



The Technological expertise section of the survey asked specifically about 9 technology-related subjects, and then offered an opportunity for responders to mention additional technological skills related to technical services. Responders didn't go too far off that list of 9, adding only expertise in MarcEDIT.

Libraries most frequently reported having expertise of the batch loading of records—not surprising for OhioLINK institutions due to cooperative collection efforts. But knowledge of batch modification of records and serials holdings records weren't far behind.



This graph shows the percentage who have and are willing to barter/share and contract

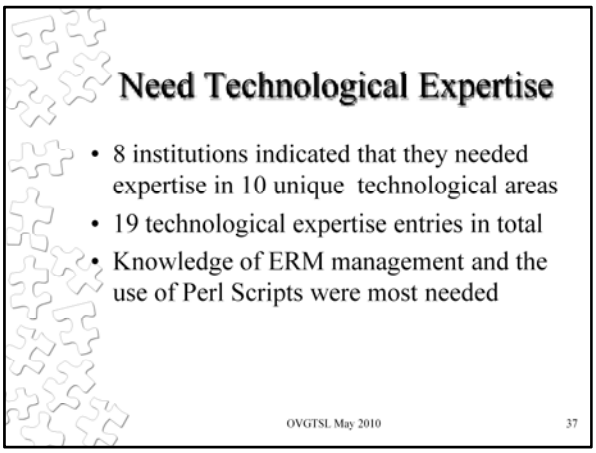
The percentage is based on the number who responded to this question.

18% of those who responded to this question were willing to share or barter their knowledge in at least one area

5 libraries were willing to do this work on contract

Consequently 77% of libraries responding to this question were not willing to share, barter or contract to do the work. This is a very different response than we found for languages or formats.

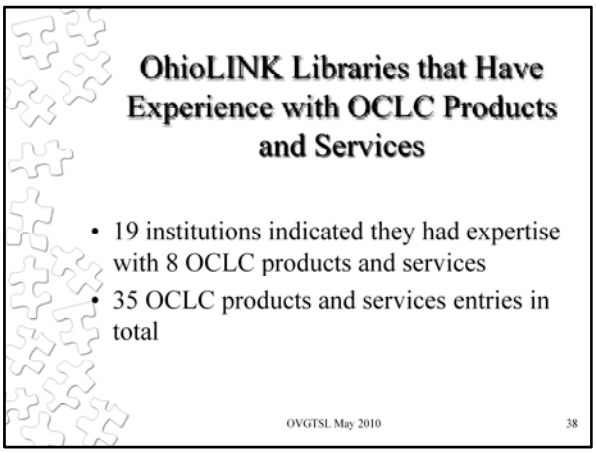
Medium-sized libraries seem more willing to share in this area than other sizes of libraries—but then they admit to having more expertise. Small libraries were particularly unwilling to share / barter or contract.



Once again the number of institutions having expertise exceeds those needing expertise.

3 libraries needed ERM management expertise and 3 libraries wanted help using Perl scripts to customize reports.

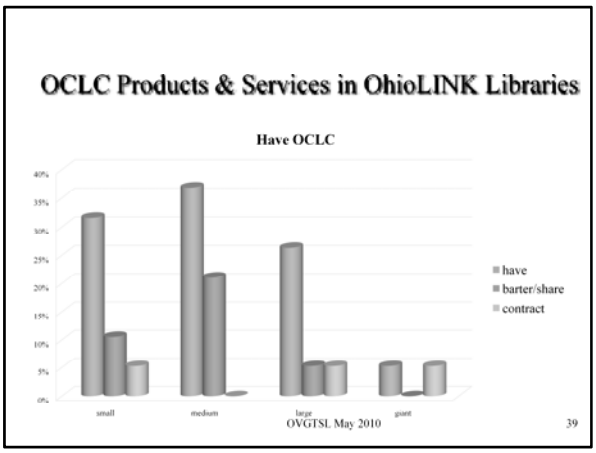
It's hard to say whether or not libraries only needed specialized topics, because the examples we asked about were all pretty specialized.



We included OCLC Products and Services in the mix because we thought this was one area where libraries could mentor each other. The OCLC expertise section of the survey asked specifically about 4 OCLC products and services and offered an opportunity for responders to mention additional ones. Responders added 4 to the list: Batch loading of holdings, Connexion Browser, TechPro Loading and WorldCat Local.

The same pattern of more institutions being willing to share or barter than do on contract prevailed. It's encouraging that 15 OhioLINK institutions were willing to share or barter information about some OCLC product or service. So this did turn out to be an area where mentoring would be possible.

Also the number of institution admitting they had expertise but were not willing to share, barter or do work on contract was lower at 49%.



This graph shows the percentage who have and are willing to barter/share and contract

The percentage is based on the number who responded to this question.

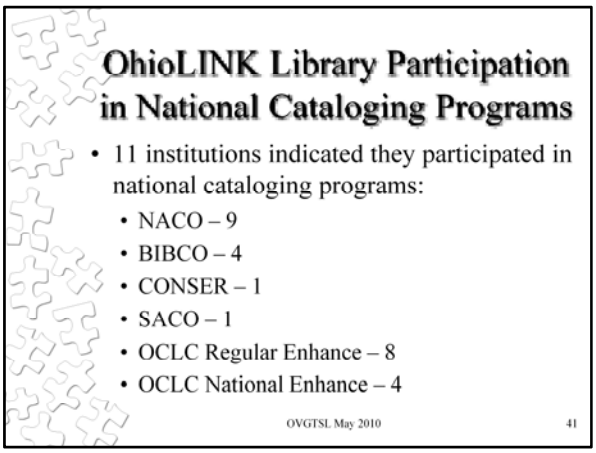
43% of those who responded to this question were willing to share or barter their knowledge, and 9% were willing to do work on contract

51% of those who responded to this question were willing to share, barter or do this work on a contract basis in at least one area. 49% were not willing.

Medium sized libraries seem more willing to share or barter knowledge of OCLC products and services than do other sizes of libraries.

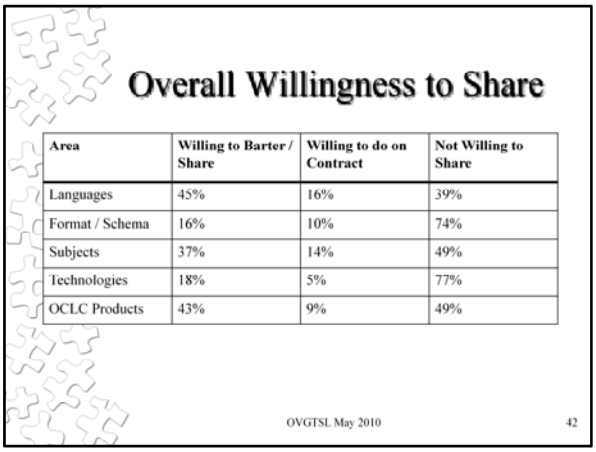
The 4 OCLC products and services needed by OhioLINK libraries were the 4 we asked about in the survey. No one added anything else. Needs were pretty evenly distributed between Batch Reclamation, CONTENTdm, PromptCat Profiling and Regular Enhance Experience.

Once again, entries in haves exceeded entries in needs.



This was the only question with no open box, so our answers were limited to what we asked about.

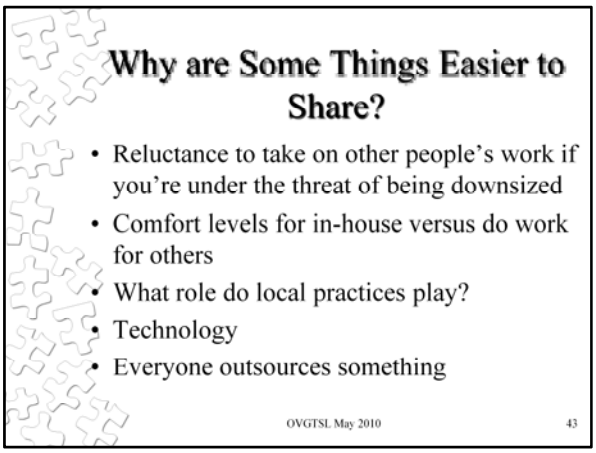
We actually have not completed our analysis in this area so we can't yet tell you if libraries in national programs would have more resources to share.



Each row here represents a response area on the survey. So for example for the languages row, 45% of those that responded that they had expertise in languages were willing to share or barter that expertise for at lease one language, 16 percent were willing to do the work on a contract basis—but 39% were not willing to share the expertise they identified.

We seem much less willing to share formats, schemas and technologies than we do languages.

I for one will be interested how these percentages change through time as the collaborates project works to increase libraries' familiarity with doing work directly for each other, and as we grow the tools to support that growth—which is a nice segue into the next part of the presentation.



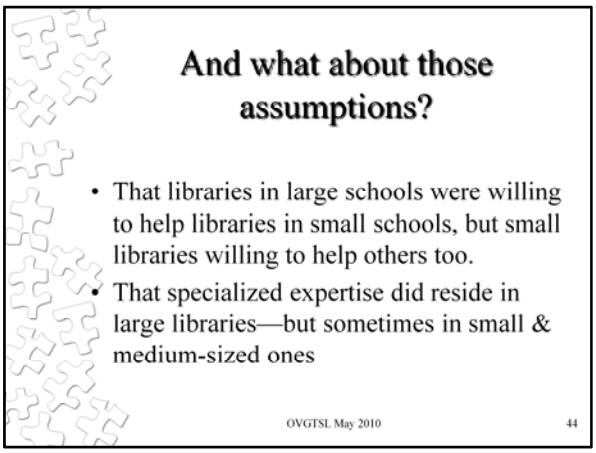
Why are some things easier to share? Perhaps there is a reluctance to take on other people's work if you're under the threat of being downsized

Libraries' comfort levels for in-house work may be different than when thinking about doing work for others – For some categories people are comfortable enough with their own expertise level to do the work in-house, but maybe not share that level with others. False modesty might play a role here.

What role do local practices play? We all do things in a specific way to one degree or another—and are these a barrier to collaboration?

We're not yet really in a cooperative environment regarding the logistics of our work. The technology doesn't make it very easy to do this work for each other, what with sharing OCLC authorizations, logging onto each others' systems, etc.

It's also important to remember that everyone outsources something—that safety valve exists in our systems already.

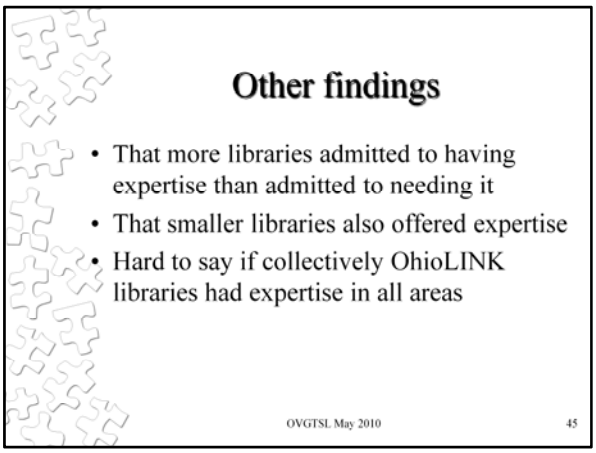


Libraries in large schools were willing to help small schools with language expertise, but small libraries were also willing to help others in this area.

For OCLC and Technological expertise, medium sized libraries actually were more likely to have, share or barter their expertise.

And small libraries had the most expertise in Formats and Schema but were the least likely to share.

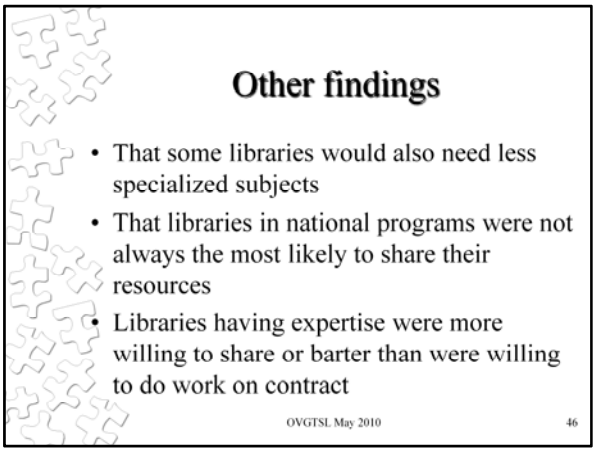
This points to the finding that specialized expertise does also reside in small libraries, depending on the area. Specialized language expertise resides in small libraries. And large libraries admit having less technological knowledge than medium sized libraries do.



We also found that more libraries admitted to having expertise than admitted to needing it—this was one of the strongest findings, and it was across the board.

Small libraries did offer expertise, depending on the area. They offered to share / barter / contract in the areas of languages and formats. This was less true for subjects and technologies.

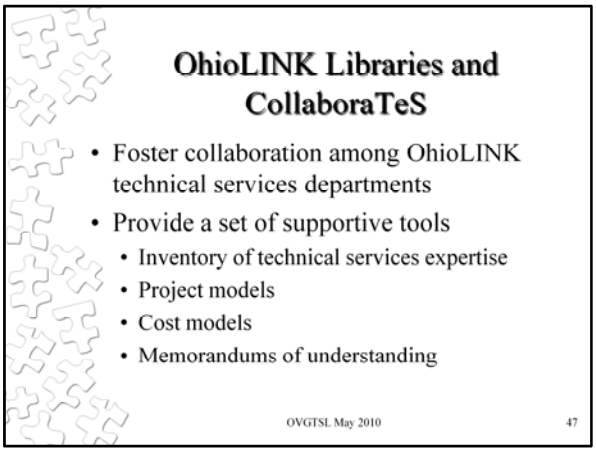
It is difficult to assess if OhioLINK libraries did have expertise in all areas. The more tightly we nailed down the opportunities for inventing answers to a question—the more we asked them to select examples rather than suggest them—the easier it was to assess whether or not OhioLINK libraries collectively covered all the subjects in an area. Really, how could you tell? I think this was not one of our more thought-out assumptions.



The assumption about “specialized” subjects is problematic because it is difficult to define “specialized”. However for languages, it is safe to say that western European languages were more available than others. More libraries need maps and scores than print monographs.

The final assumption about national programs has not yet been adequately analyzed.

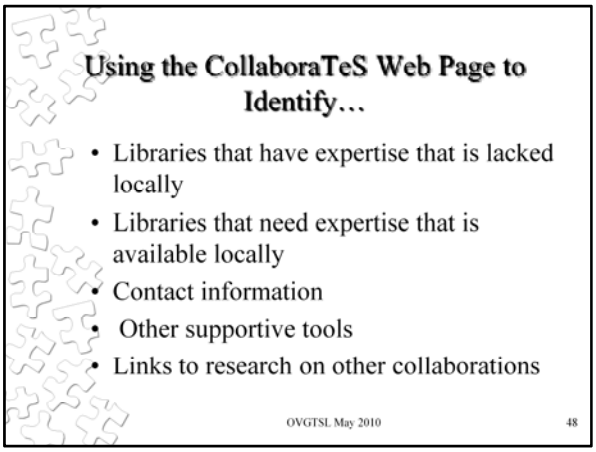
There was also an unanticipated finding: Many more libraries who had expertise were willing to barter or share that expertise than were willing to do work for each other on contract. I wonder how future CollaboraTeS work will impact these findings?



So now OhioLINK libraries know quite a bit more about who has what and is willing to share.

The second part of the collaboration process is trying to figure out how to manage those collaborations.

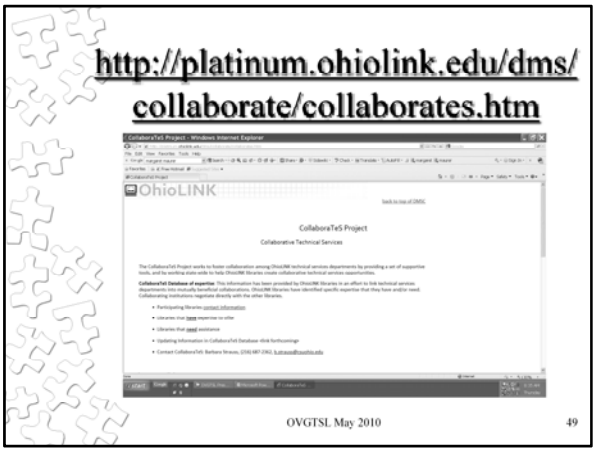
This is the direction our work is moving in now. We are beginning to build the supportive materials that will foster increased collaboration between OhioLINK technical services departments. These management tools can include project or workflow models, cost models, sample memoranda of understanding and other example documents and best practices.



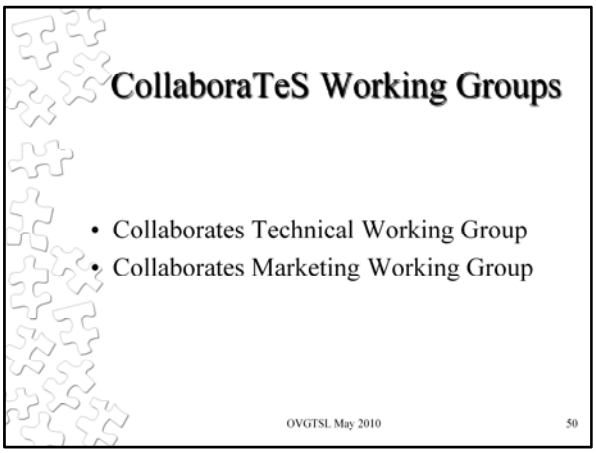
Within the OhioLINK community the hope is that when faced with a difficult project or item to catalog, libraries will turn to the CollaboraTeS Web Page to identify a target library to collaborate with.

Alternatively, libraries that want to provide services to other libraries on a contract basis will turn to the CollaboraTeS Web Page to identify target libraries to market their services to.

They will also be able to link to example documents, other supportive tools and links to research on other collaborations



This is the link to the CollaboraTeS page on the OhioLINK site

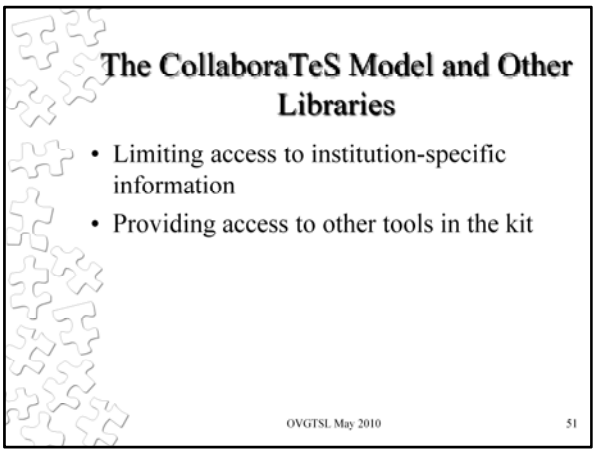


There are currently two working groups defined for the CollaboraTeS Project. The first group here—the Technical Working Group--will begin work later this summer.

The Marketing Working Group has already begun to meet. We are charged with fostering collaboration among OhioLINK technical services departments and promoting the usage of materials on the CollaboraTeS Web page by OhioLINK libraries. We hope to create a Toolkit that helps libraries understand all aspects of collaboration. We'll build the missing pieces of the ToolKit.

One of the first things the group is tackling is connecting those that need specific assistance with those that have it using the survey results. For example 15 institutions indicated in the survey that they had ETD cataloging expertise, and 3 indicated they needed it. We need to get these folks together.

One of the reasons we are here today is to advertise CollaboraTeS to OhioLINK libraries.

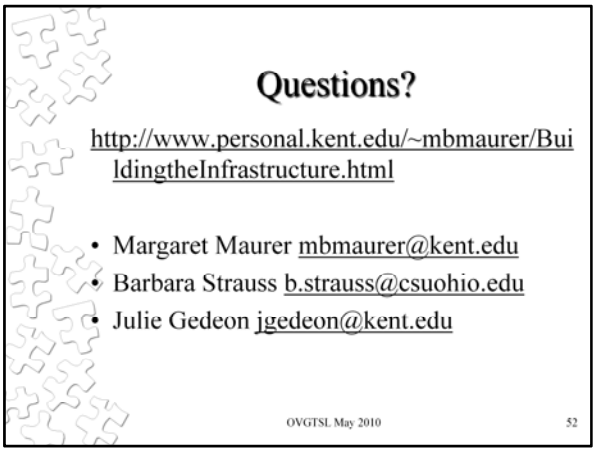


Another reason we are here today is to show this model to other libraries in the hope that they may find it useful.

We consciously decided to limit access to the list of libraries that have and need expertise to OhioLINK libraries. We are also limiting access to the contact information for those libraries.

But other institutions may feel free use anything else on the CollaboraTeS Web page. Eventually we hope to build a pretty useful toolkit.

In the mean time – feel free to use this as a model for work in your own consortia.



Questions?

The link on this final slide is to the page on my personal Web page. A copy of this presentation is already up there for your use, and printing out. It will also be available on the CollaboraTeS Web page on the OhioLINK Web site. These links and the email addresses for the three presenters here appear on the handout as well.

Thank you.