Good afternoon, everybody. Good morning, depending on where you are even Good evening if you happen to be in the UK. And my name is Jamie Lin, I am the Education and Professional Development Manager at Atla. And just want to say thank you so much for taking the time out of your schedule today to attend the session on patron driven acquisitions, implementing a transferable sustainable model. Yeah. Today's presentation will be recorded is being recorded, and will be available shortly, in a couple of days or so on our on demand website. Please use the chat box for any comments. And I will be moderating the q&a session at the end of this talk. So if you have any questions, please use q&a to share those questions with us. And I also wanted to say that Atla is a member of the professional development alliance of library consortia. So if you are a member of one of those participating consortia, and joining us today, welcome, especially to you, we're glad to have you. So today's presenter is Dr. Jeffrey Waldrop. He's the Dean of university libraries and the associated professor of church history at Mercer University, which is in Georgia. And we are so happy to have him today talk about this model that he first developed at Fuller Seminary, a smaller institution and then brought to a larger institution. So Jeff, without further ado, I will stop sharing and turn it over to you, you should be able you should have sharing privileges.
Jeff Waldrop 01:39

Thank you very much. Let me get this up. All right. Well, thank you all very much apologies for the technical issues. As it is with technology, every time there’s a presentation or something. That’s when your computer and technology stops working. So I was having some difficulties just before I logged on, along with some other things. But here we are. So yeah, thank you all very much for allowing me to talk about this model, thank you to Atla and to Jamie for for the invite. And so what I’ll be presenting to you today, is a product of my own experience. The basically it was born out of necessity. So for those of you who were at the Atla conference in Vancouver in 2019, I was still with Fuller Theological Seminary then. And so you probably saw the presentation, if you went to our seminar that my team and I did about patient driven acquisitions. And so that was born out of necessity, because of the transition that fuller had to go through in a very long in a very short period of time when many of their students went online, and so we had to find a way to provide resources to students who weren’t physically on campus. So when I arrived at Mercer, literally two weeks after the conference in Vancouver, is when I arrived at Mercer, I began to implement this. So what I’m going to do today is I’m going to talk a little bit about I’ll share three main points, what is patron driven acquisitions, why we need to implement patron driven acquisitions? And then how do we actually do it? So here is an overview of the model that we’ve implemented here at Mercer. What is the PDA model? Well, it’s a method of purchasing library materials on demand, rather than through traditional library collection development methods, relies upon the subject expertise of faculty and upon the needs of students is also built upon electronic resources as the standard or default medium and print only a few electronic is available. And electronic collection now barring, you know, power outages and things like that. And those of you who are in Texas right now you completely understand why. Barring anything like a power outage, under normal circumstances, any electronic collection is always accessible. And electronic collection never needs to be weeded. Never needs to be shelved and never needs to be shelf read. More importantly, though, it is always accessible anywhere, and I’ll get into that in just a minute. Well, what else does the patron driven acquisitions model involve? It means that it’s really, excuse me, it’s no longer a guessing game on the part of librarian, so there’s no no longer pre emptive buying of the materials that librarians think patrons want. And so the library doesn’t necessarily need to conform to what I like to refer to as antiquated collection, development, tradition, traditions. So one of those is pre emptive buying. That’s one aspect of a antiquated tradition. The other one is this idea of buying only supplemental materials, through for example, approval plans. Rather than
actually buying the needed text. So many libraries have a policy in place, that library does not buy the actual textbooks for courses, but rather they buy the supplemented supplemental material, because the idea is, students buy their own textbooks. And then they come to the library to find resources, supplemental resources. And so our PDA model kind of goes beyond that and buys anything that people need, including and probably, especially textbooks. The PDA model is largely cloud based, rather than geophysical centric. This is a model that can withstand building closures. It’s a model that ensures equal access for students and multiple locations. And so this actually becomes then an invaluable resource, a resource, which is not dependent on the library, itself. And I’ll use a few examples as we go. But this is a general overview of what the PDA model is. So it’s patron driven. It’s doesn’t utilize antiquated collection development models. Now, I’m not saying that those are useless. I’m just saying in, in my context, they’re rather antiquated because of the needs of the students. And that was really a very evident at Fuller. Less so here, but it’s becoming the case. So let me tell you just a little bit about Mercer University and why this model makes sense. So Mercer University is in terms of private universities, it’s one of the largest private universities and Georgia it’s one of the oldest private universities in Georgia. And it has grown over the years through the acquisition of other smaller schools, but it also has an incredible academic record. And it provides a Mercer prides itself on providing the quintessential and excellent university experience to students and, and so it really is, in terms of universities, it really is a quality University both in terms of education, both in terms of university experience, and the library has also had a very good reputation of being very student centric, very customer service oriented, so I kind of inherited that that excellent customer service my arrived here. The two primary campuses of Mercer is the traditional undergraduate campus in Macon and then the graduates, by and large, the graduate campus in Atlanta. And then they also have some of the the Mercer medical school is located in Macon, but then they have a medical school campus in Columbus, and then one in Savannah. And then they have some regional medical clinics throughout rural Georgia. And then they also have regional academic centers. One in Henry County, Georgia, and then one in Douglas County. And so it’s it has roots throughout Georgia. And so that means that students are spread out basically all over the state. So the PDA model, this idea that it’s largely cloud based, rather than geophysical centric is really a key attribute of the PDA model. So this is what the Mercer Library’s PDA model is. Why let’s go into more depth on why it is needed. Well, basically, we, we live in the 21st century. I know that sounds like a redundant statement. But I say that because many libraries are trapped in the 20th century. Not all libraries, but many of them are. And so basically, we need to get out of the 20th century ruts in terms of library services. We do that? Well, I think it starts with a basic change of philosophy. Think about all of your students, not just the ones living and studying on your physical campus, in many, many schools, whether they are seminaries, whether their universities are now offering online classes, some of them have were forced to do that, with the onset of the
pandemic last spring. But even before that many schools were offering online courses, because students can now enroll and not even need to move to the state where the school is located. So that’s one way to get out of the 20th century. Another way is to get rid of the no textbook policy, and to really review very carefully some of the approval plans, especially those that are print based, and come up with some reasons about why some of these plans do not make sense for a 21st century library. And I’m actually just telling you why we had the PDA model, I think I just explained these two things. The library, the 21st century is defined differently. And thus, our library philosophy is defined differently. I’ll give you a very quick example. If you ask someone, what is your philosophy of libraries? And they say, well, that’s a place where students go to browse the shelves, and check out books study. Yes, that is one aspect of a library philosophy. And you may get that answer from a faculty member, maybe even from a librarian. But if you were to ask a, a college freshmen or sophomore, right now, today, you would say, what do you think is the purpose of the library and they would say, well, it’s a place where I can find a comfortable place to study where I can have space devoted to group study for projects, where we can have easy access to food and drinks and snacks, and where I can access resources either on my phone or from my laptop. And so you can kind of see the differences between those two philosophies. So libraries shouldn’t be the promoter and the bridge between these two philosophies. And the patient driven acquisitions model is a great way to invite the university community into this model. And so we need to understand that many of today’s students, again, I’m not saying all, and I know that there are certain exceptions, you know, doctoral students have completely different requirements, and often need to use resources that are different than your standard undergraduate students or even your standard masters level students. Many of today’s students think cloud based first and print seconds. But many not all, but many faculties seem to preach the opposite. Now, like I said, in our Atlanta campus, it’s largely graduate programs, and many of those programs are already online. And so for a while now, many of those resources many of the required resources for students are actually housed in the databases that Library’s already subscribed to or own perpetually. And the undergraduate campus is a little bit different. Especially when you get into humanities and things of that nature. And so, from faculty to faculty member, the idea of what the library is of where the resources are, and actually what the resources are, will be different. So many, not all faculty seem to seem to preach the opposite of cloud based. So why should we do it? Well, the first reason is again to get out of the 20th century. The second reason is for a budget system, inability. Many 20th century library budgets are based on the quote unquote in person libraries, idea of books on the shelves or books in the stacks. Some administrators, and again, I’m very careful to generalize various groups faculty. Based on again, my experience, some administrators can see the quote unquote, lack of students inside the building as a reason to cut funding. So in order for for libraries to maintain budget sustainability, we need to make a case for cloud based resources, which
do not require, quote, unquote, status. And if we do that well enough, and if we document usage well enough, is a great way to keep budgets intact, and even to increase budgets. And so I’ll give you an example of this last spring, the Mercer university campus like many other campuses, had to close for a couple of months. So the physical libraries closed their doors. But the libraries were not closed. As a matter of fact, we were able to help a lot of students with many different things not only through our ebooks, electronic resources, databases, but when I had arrived, eight months prior to the closure, one of the things I had challenged and encouraged our research services teams to do was to begin really creating and refining their libguides. Creating and refining how to videos, how to do this, for example, how to find a new book, how to find a peer reviewed journal article online. I challenge we actually purchased a number of products on fringe springshare, one of them was live answers. And we began to populate live answers. And so the How To videos that live guides, the live answers, and we also subscribe to a 24 seven reference service. By the time we got to the closure, many of those tools were in place, and we had created a quote unquote, virtual 24 seven reference library. And so we were actually very, it was very easy to split switch from offering in person services, which we couldn’t do because the physical libraries were closed, to now create zoom rooms and other things like that, and began to offer services. And then when the shifts ended, the virtual shifts ended. But 24 seven stuff actually kind of took over. So we had a 24, seven reference service and a 24. Seven library, which never closed. And so it was actually very successful. Because the compliments that we’ve received far outweigh the complaints, which is actually in my experience pretty unusual when it comes to library services. So how else can we maintain budget sustainability? Well, if we move away from approval plans, especially the ones that don’t seem to align with our goals, it releases funds for electronic purchases and an on demand print if needed. So, purchasing first, purchasing electronic first if electronic is not available, in by print only if needed. But the key is to buying what is needed rather than relying on approval plans. And those monthly fees for resources that may never be used. Also moving away from expensive standing orders, releases funds unless of course, it’s like a series of reference series or something or in the case of theological institutions commentary series, I understand things like that. And again, I also understand the difference between undergraduate and then master’s programs and then theology masters programs, other humanities, masters and doctoral programs. So what else so we have getting out of the 21st century by just sustainability and then we also have policy and resource sustainability. What do I mean by that? Well, moving to a patient driven acquisitions model, since the collection development policy becomes we buy what you patriot need. It can help us relieve some of this idea of the forest from the trees mentality that we sometimes see when we form committees. Now, I’m not saying committees are bad. That’s not at all what I’m saying. But I do think that in various aspects of library services, or library policies and procedures, we can rethink whether a committee is actually needed. And I’ll give you one example, are collections committees Now, again,
I'm not saying committees are bad. And so I'm going to actually give you an example from a committee that I was on not here, or serve allows it Fuller, I was on the web to me. I remember one day, we argued for three hours, on the type of font to be used on a tertiary page. So not the not the first page, not the second page, the tertiary page. So that's an extreme example, and after that actually resigned from the committee because I said, you know, this is ridiculous. But that is a problem that can happen. And sometimes when you’re when your budget is so constrained, which many library budgets are, and then you have all these requests that you have to go over each, each request one by one, it can, this idea of the forest from the trees mentality can really come into play. And so if you, if we go to a patron driven acquisitions model, and we free up some funds, this doesn't become an issue, because we're not the ones deciding the patrons are deciding. In theory, this allows the library to say yes to faculty more often than No. And let me give you an example of Mercer University’s Townsend School of Music. So for those of you who have experience with music, or who worked at schools that have music programs, sometimes these musical scores can be very expensive. And so when I got here, you know, I had a very serious talk with the Dean of the School of Music. And one of his comments, frankly, was, every time we've asked the library for stuff, they've said, No, because you know, one of one comment was no, we're not so and so's School of Music, we don't have millions of dollars in endowment. And that's where the conversation stopped. Well, this last year, they're kind of up for re accreditation, and the library has a obligation to help out with that. And so one of the things that had not been explored before this time were various musical score databases and things of that nature, helping helping both for faculty in the School of Music, and then also talking to our staff going through options for sustainable purchasing. And one of them are musical scores, databases, rather than buying some of the musical scores in print, and then putting them here in the library. So when you make the case for a cloud based resource such as that, then we're able to do it. And of course, making some of the adjustments for budget frees up funds to buy some of those databases. So if you implement a PDA model, at all boils down to this. Not much discussion is really needed to purchase things, with some rare exceptions. Now, I'll talk in a little bit about our electronic resources library, and the director of our resources library. She and I have conversations, sometimes on a weekly basis about certain things. If something is very, very expensive, then we'll talk about it. And I'm talking like if a book costs $600 Why does it cost 600? And then we'll go through things like that. But that is the exception rather than the rule. What else? What other type of sustainability well, reputation sustainability what do I mean by that? 20th century weeding policies. Many, many times are based on circulation numbers of a book hasn't been circulated number in a number of years or something or number of checkouts. It sometimes it’s tossed. And when you see there's like this full of books or if you see dumpsters, dumpster trucks pull up to the library and people throwing books out that can actually damage a Library’s reputation. And if the seller is suddenly empty of other books, they can damage the
library's legacy. So if we switch to electronic first purchasing and need based purchasing, we will actually have things that people need this. And you know, if we build our electronic collections, this reduces the need for space. It reduces the need for weeding. And it reduces the possible anger from the community. Now, not all weeding is bad. You know, if you come across a, a print book on, you know, how to how to write DOS, and an Apple TV or something? Sure. No, unless you have a program that does the history of computer programming, I don't know. But not all weeding is bad. And I always tell my staff, if we're going to, we're going to do it discreetly wrap it up in a piece of paper, and put it in a recycling or something like that. So I said here, the Mercer library reading, you know, we went through a project. And this was actually before I got here where we, you know, got rid of most of our print journals, because many of them are electronic. And that's fantastic. The problem is some of the students got wind of that and actually saw that, and if so then I give them my third and fourth week here. I went before student government, and they were like, what's the deal? Why are you throwing away books? Well, when you when you explain that you’re not MVP, these are all drugs. When you explain that you’re not just randomly throwing away books that we’re replacing them with electronic, they’re like, Oh, that’s, that’s fantastic. But they didn’t know about it. We would get when I was at Fuller, I would get phone calls from angry patrons, and even one time from the provost, saying, hey, someone noticed that a librarian ticket cart full of books and dumped it into the dumpster. Why are we now getting rid of books? Well, those are two completely unrelated statements. So you have to explain to them, you know, these were all damaged, we have different copies electronically, like Oh, great. Next time be more discreet. So what, what’s my point? My point is, if we switch to a PDA model, and start to buy electronic, who can kind of avoid some of this stuff. Just a very quick story about weeding and legacy. You know, I heard a story about a library and they, they follow these, these weeding policies to the Vitor this idea of, you know, not as much circulation, or the circulation numbers below that circulation numbers met the criteria for reading and that we develop these books. Well, some of these books happened to be in a different language, and we’re one of a kind. And we’re about the history of a certain region. And they were all thrown away, and they’re gone now. And it was because of this fundamental fundamentalist adherence to winning policies. So reputation sustainability is very important, especially now in the in our social media age, where one angry person can really start to generate information about a library, that's just not true. So why else does it help? Well, it says with your institutions of creditation, of creditors look for assurances that resources will be accessible or will be purchased in particular areas. And that's really what they're looking for ATMs, their language used to be, do you have adequate shelving space for your books? Well, they've kind of changed that how to do you have access to resources that are needed, and that's a lot of that type of language is to creditors look for library awareness and knowledge of subject areas, and having a good PDCA plan is 90% of that task. But what am I mean, what do I mean by that? Well, I'll give you the example
of Mercer School of Engineering. Last year, they went through a creditation. And there was a scheduling issue with one of my staff that that was that was going to be there. No actually was a creditor change their schedule at the last minute. And so my staff who had expected to be there, they were already done. So I got this phone call from the dean saying, Hey, can you come over and talk to the creditor? And I'm like, Sure, I know nothing about engineering. But I'll give it a go. So I got there. And he said, let's talk about engineering resources. And I said, we have a patron driven acquisitions model by electronic first. That way students can access them 24 seven, so they're accessible 24 seven, if we buy them electronically, we have encouraged our engineering faculty and the dean to give us a list of bibliographies and Wi Fi, whatever they need. They are the experts in engineering, not the life, not the library. Now, we have excellent staff who are liaison with engineering and they're incredible at what they do. But the professors and the students also know what they need. And so our assurance to them is you tell us what to buy, and we'll buy it. That is how that patron driven acquisitions model works. And so I went through my spiel and how it works. And the creditor was silent for a few minutes. And then you said, Boy, I really wish we had had that while I was in school. And I kid you not. I've done a couple of accreditation visits. And when I was back at fuller with psychology and ETS, same spiel, same response. Boy, I really wish we had had that when I was in school. And I kid you not. I've done a couple of accreditation visits. And when I was back at fuller with psychology and ETS, same spiel, same response. Boy, I really wish we had had that when I was in school. And so when you assure them that we will buy whatever the faculty tells us to buy, or students, especially graduate students, undergraduate students as well. And our policy is to say yes, rather than No, that is what creditors want to hear, because you are assuring them that we're buying what is needed. What else does a PDA model do? Well, it helps better promote the diversity and our collections. So a patron driven acquisitions model gives all persons in the university community the ability to request resources, especially Dean's students, university staff. This will ultimately lead to a more diverse collection, because previously underrepresented voices can be heard. And he did through the acquisition process. Now, I am implementing the model as we speak at Mercer. And this is one of the things I'm talking about. But I'll give you an example from URL Fuller. So at Fuller, we created the deca central Latino, we also get the personnel, African American church studies collection. And one of the ways that we were able to build those collections, aside from gathering all the resources we had in the main stacks and putting them into these specialized collections was we also reached out to the faculty and experts in the field, they gave us bibliographies. And we purchased them, many of them electronically. And so in the stocks themselves, we also have these scan codes, and they can scan and we go straight to our our live guides that have links to databases and links to many of the resources we had as ebooks. So we're going to be doing the same thing here as well. So a PDA model helps promote diversity in collections. PDA model also creates potential for better follow through for leading edge resource requests. So we live in an age of technology. And some of our requests are going to go far beyond the standard requests for books or periodicals. One of the quotes I got from my Dean
colleagues, when I first arrived here and from faculty members is the library never follows through on ideas, we will be in a meeting with a librarian or with a librarian, and they'll say here, how about this and not like, Yeah, let's do it. And then we never hear from the library again. So if we create a model like this, and we create the ability to buy things, or or at least the ability to have informed conversations about things, we will go a lot further. So let me give you an example of the VR coherent digital resources. Okay, ironically, we just decided yesterday, we're going to subscribe to this package. This is a virtual reality. It's a virtual reality database. So you've purchased membership to it. And so all these resources that are available, useful for counseling useful for psychology and other types of things. It's a leading edge company. It's a very young company, and one of our faculty members, a couple of our faculty members are actually doing research with the company. And so they approached us with it, they talked about the benefits of utilizing some of this technology and counseling practicum And yet, it is a very, it's an excellent product. And so this is one example if it went the good way. And so we're going to, we're going to go ahead with the other example are the musical scores or music school were able to not buy things for them. And so we are able to follow through on ideas. Now, sometimes we have to say no, and I'll talk a little bit about that in this section, so what it is, why do we need to do it. And now let me talk to us a little bit about how it can be done. How to implement a sustainable model. So these are some suggestions, possibilities avenues. And based on first of all, need to receive buy in at the highest levels. Whether it's the academic, Dean, President, explain every aspect of the strategy and the model to your boss, and ad nauseum. Utilize statistics, trends and other evidence. And basically say this is in the best interest of our institution, to enroll more students for retention, and for accreditation. So create and champion division with vision. Sometimes you have to convince your own team members, this is a viable model. So inspire your teams to champion the model within their reporting structures or spheres of influence. So if you're actually not a library director, library services should be built upon excellent customer service. I think that's a given. And the PDA model, embodies this philosophy in a very tangible way. Create and champion division to the students now for undergraduate students are going to be a hard sell. But in certain programs in certain schools, I mean, but one of the things you can say to students is, they'll be able to access resources, even if they cannot, library building, libraries actually open up. Now, in our case, the libraries are open 24 seven, and I'll talk about that in just a minute. Because the library is no longer limited to geophysical space. Another thing you can do, it's very easy to create how to videos now for some smaller buckets, it might be difficult to subscribe to them guides or live answers. But I think that most people are able to do that. If you just make those small adjustments, implement live answers, and really create very useful and robust like guides, you kind of already have a foundation for a 24 seven virtual librarian. And if you can buy electronic resources, that kind of makes these two aspects work together. Electronic textbooks mean free textbooks for students. The cost of textbooks is a is a kind of a
serious issue. And it's kind of a an issue that we talk about all the time here. The council games if our policy is to buy all required resources, including textbooks, and if we buy them electronically, that means students don't have to buy textbooks. I'll be teaching a class or Mercer in a few weeks. I'm teaching historian by trade. So I'm teaching the history of Christianity. And all of my textbooks are ebooks. There was even one reference book that I want students to consult, we have print copies, and using our PDA channels of vacation, I requested electronic copy of the Oxford Dictionary of the Christian church. And now we have it. So now my students don't have to buy textbooks. So this is a great way to sell this model. Now you'll need to create a champion to faculty as well, in some cases, this will be easy. And other cases that will not be as easy. I'll tell you that Fuller's out some some faculty were like, that's what do it let's get on board. Absolutely adamant that it was this is just to Mercer, it's been actually a lot more positive. And it just depends on who you talk to. If the program is already online, it's kind of a given. In other areas there, you know, for the most part faculty interested, they just don't understand how it works. And that's, that's fair. So you may need to educate faculty help some of them understand the difference between multi-use and cloud based ebooks, which are available from library databases, like request for EBSCO versus a Kindle, which is not an E book, or a website, or a you know, sometimes I'll get it, someone emailed me a PDF, Hey, can we add this as a question? That's not how it works. Even if some faculty understand the concept, you may need to explain or sell the importance of cloud based resources for students today. Remember, you are the experts talking to a faculty about the library. And so just just remember that I would try to get some of your confidence from that. Sometimes when people begin teaching, and this is my case, when I taught my first class, I was petrified. And for many of you, you know, thought classes, library resources, and we just petrified the first time to go up in front of there. But the thing I kept remembering the thing that someone told me was, you know, a lot more. That helped with my confidence when it comes to ebooks, and E resources, librarians and a lot more than any faculty members. So one of the one of the arguments I would get from some faculty members, when you're explaining this, this is that for again, a professor would say, Well, I prefer the price. I would say, I prefer print as well. But print a print book in the library here, fuller does not help our students who are in Uganda, or China, or Brazil, ebooks. So we're going to think more in terms of necessity, rather than personal preference. And that's really what we're talking about as we assess the need versus preference. So encourage faculty and their Dean's to send their syllabi to the library, so that textbooks can be purchased electronically, if available. But the key word here, follow through on requests, try to say yes, as much as possible. If the answer is no, then give a solid understanding. Sometimes a faculty member will find resources. So you go into our channel. So for example, if you for example. It's definitely an E book, but it's only a single user e book and it costs $750. So if it's a single user, that means only one person can use it at one time, that's the exact same thing as printful. And so if this is a program that's you're on campus, it might be cheaper
for the time being. So that book becomes a multi use ebook, in which case it would be
worth the 750. By the time he becomes multi use, the price goes down normally anyways.
But at this stage in the game, it might be cheaper just to buy the two copies of red book
for 20 bucks each and just put it on reserve in the library. That’s one case where you can
say this will actually be more useful for you in this regard. But we’re keeping an eye on this
one becomes multi use your purchasing. That’s that is an informed response. During a
case which you may be consistent in your messaging, always point faculty to the
suggested library webpage or to the acquisitions email address. You don’t have an
acquisitions email address, I would create one if you use Google Groups. This will help you
I one way to implement this is by performing creative budgeting consortio. universities to
pay the annual membership fee. This is a forest from the trees issue. For example, Galileo
is a large data consortium of databases funded by the state of Georgia through the State
University System of Georgia. But amphiphiles is the Atlanta Macon regional libraries
Consortium, and through m powers, we are able to access Galileo for a fee. The fee is
rather large every year. But if you if we had to buy all those databases that we get on a
cart, and if we had to buy all those ebooks that we get individually, the cost would be
three or four times. If you are working at a university, and or our university, you would
have to give to the library. government offices to restructure some of those gifts to allow
for patrons are purchasing what we have here. This is the fund designed to curate a
collection that we have in archives, but also designed, but it’s flexible enough where we
can do things like we purchased a scanner that actually does preserve those documents
because we digitize them and make it available to the public. So we turn them into
product rich resources. Another one is to talk with book fun, the language at one time
used to read books for the target library, or print books. A lot of those have languages like
that, sometimes we can negotiate that language and save books. And we’re able to
purchase ebooks through the Tiber library, but actually anyone can access them. And so
the top of the library is the library here and Megan, the smithie library is the library in
Atlanta. Doing this less books on the shelves means you can re envision library space to
accommodate the 21st century user chair down shelves and create spaces to study. For
about a third of our shelving was empty. So I pulled them down, I sold the shelves. And we
created a study space at Harbor libraries. We did a very similar thing, by removing shelves
with journals on them and other areas. And we created a 24 seven spaces. So all of our
libraries are University card entry. And we’re able to close off some of them or close off
parts of them when we close for the evening. Some of those spaces are still accessible
from the outside, but people can’t go into the library, those become the 24 seven spaces,
you were able to do that because we had a lot of extra space leftover with shelving that
were taken away. So this helps you open up space. Because students today want study
space comfortable study space, they want coffee, they want snacks, a lot the ability again
to access resources on their phone or their laptop. Sometimes it may mean restructuring. I
arrived, the Mercer library was kind of billed as this library with different functions that
overlap between the two campuses that were involved, restructured so that the person services, each library, so we actually consolidate our cloud based resources into our third major library, which is the electronic resources library. So we have three main libraries, which are the library major electronic resources library, Director about library, Richard Smith, and so under the Office of Dean that we have theory, three library directors. And then those libraries work together in a variety of services. But the cloud based library serves both libraries and regional campus libraries.

Jamie Lin 49:43
Yes, Oh, perfect timing. I was going to say we the sound has been cutting in and out a little bit and I'm not sure if it's weather related. But if you could guess Yes, good and a little closer. That might help though, thank you. I was going dimension two, we had eight minutes. And if you wanted to go to questions, so perfect timing. So we do have several questions around budget. And I know you did answer some of this near the end of it. But so the question is, how do you budget for PDA? So if you spend your entire budget, and then a faculty member asks for something important, and you have to say no, because there's no money left. Similarly, the challenge too, is that individual ebooks can be very expensive per book. And with use restrictions, it can be really costly, and how do you overcome that? So those two are sort of related?

Jeff Waldrop 50:34
Yeah, I will tell you, I have never run out of money, a pitcher driven operations model. Before that, we always had the money. So before I became the library director at Fuller, the, the standard modus operandi was the standing orders, and things of that nature, we always ran out of money around March or April, when I switched over to the patient driven acquisitions model, I have yet to out of money. Because I don't know if people realize how much money is actually spent for approval plans, monthly fees for approval plans and monthly fees for just the standard cookbook publishing. But also, in one of the things I didn't necessarily say because it could be a sensitive topic. But sometimes you can rethink other areas of the library that you're not really spending money on and divert those, divert those funds, they're, in our case, we have a number of restricted funds that we've been able to divert, we also had a number of just these budget lines, which had these relatively large amounts of money in them, which are never spent from year to year and just reverted back. So I would recommend it once someone is a budget manager, go back over the last five or six years of all of your budgets, look for patterns where money is not spent, and put them into acquisitions budgets. Another good thing to do is I'm not speaking, I'm not speaking from a specific experience. But I am saying, but I am speaking from overall experience. If you're a hiring manager, and you have a number of positions
that are empty, for one reason or another, think very seriously about whether you actually need to fill that position. And if you could use those funds for acquisitions, I'm talking about positions that are empty. That's one way to do it. But when you actually buy what people need, you stop buying all the things that are coming to you like approval plans. With particular service, we got a shipment of books every month books that nobody requested, but they think that we needed them because they fit into our disciplines. To me, that's a waste of money. When you start ordering, or when you stop those plans like that, and you start receiving books that you don't need it, it frees up a surprising amount of money. So that's one answer there. And of course, the books are extraordinarily expensive. I gave the example perhaps it's a single use book, then then buy a couple copies of the print book and put them on reserve until that becomes a multi use book. Eventually they do may take a while. And then look at that again. So I'm not saying that all print is bad. Sometimes it's necessary. This is a case where it is.

Jamie Lin 53:58
Awesome. Thank you. And so I think you also address this other question of just why can you talk a little bit more about why approval plans based on collection development policies don't make sense.

Jeff Waldrop 54:09
Yeah, because, um, it's based on the idea that people are sending you books that might be interesting for students to use. And it's based on the fact that students walk into the library and go browse the shelves. That is simply becoming not the not the way that students browse anymore. You know, up in the swilley library. Most of our programs are, like I said, are cloud based. I don't see very many people on the shelves because most of our resources are online with the exception of theology, because a lot of theology publishers are not releasing their books as ebooks yet. But approval plans give you books that they think people might like. And it's also kind of Based on this idea that librarians buy what they think people want. So that's one idea. The PDA model goes straight to the source, a faculty member is telling you, this is what we need to get, because this is what my research is, this is what we're studying. And so we buy what they need. And then secondly, it's based on this idea of a geophysical library, where students have to physically walk to the shelves and look at the books. Now, I'm not saying that doesn't happen. Of course, it still happens. But the general trend is moving away from that to 24. Seven cloud based libraries. That to me is why approval plans don't make sense.

Jamie Lin 55:41
Thank you. One last question. If students are already purchasing most of their textbooks as ebooks, do you still think it's important for the library to have ebook copies?

Jeff Waldrop  55:51
Yeah, I think so. Because now you say students are buying ebooks. I don't think they're buying cloud based ebooks, or they unless they're buying books from Google Play or things like that. And that's fantastic. But that's not really ebook as we define it as a cloud based resource library. You know, I have a lot of students who buy it on Kindle, and that's fine. But if the library buys it as an E book, even if let's just say this semester, students have bought everything for kindle, that's fine. If you buy it as an E book today, going forward, students never have to buy that book again. It's free.

Jamie Lin  56:36
Thank you. So we are really we are one minute to the hour. So I think we'll just stop there. And just say thank you, Jeff, so much for for talking with us today. And thank you everyone for attending. This, of course, is recorded and everyone who registered will get a link. So I just wanted to wish you all a very good rest of your week, going into the weekend. I mean, I guess it's only Thursday, but what our days anyway. So thank you all very much. Have a wonderful time. Thank

Jeff Waldrop  57:07
you, Jeff. Thank you so much. And I can actually email you this PowerPoint if that helps and a great, a better outline for

Jamie Lin  57:18
sounds great. Thank you.

57:20
Thank you. Hi.