Kristan E. Shawgo. Creating and Sustaining Academic-Public Library Collaborations in the Triangle area of North Carolina. A Master's paper for the M.S. in L.S. degree. March, 2012. 77 pages. Advisor: Ronald E. Bergquist

Collaboration occurs when two separate organizations come together to achieve a unified goal. Library literature identified program-based, resource-based and service-based collaborations formed to provide better services and resources for library users. This study examined academic-public library collaborations within the Triangle Area of North Carolina through conducting semi-structured interviews with both "sides" of the collaboration by asking: What factors are most important in determining a continued successful collaboration between academic and public libraries? And, how can librarians and library administrators sustain collaborations, especially within this economic climate? Interviews were conducted with six librarians and resulting interview data was analyzed to identify emerging themes. Collaborative partnerships were unique, but commonalities for success were discovered to include managerial support, geographic proximity, availability of resources, a willingness to pilot and accept the failure of new programs, and positive professional relationships. This study can serve as a resource for creating and sustaining academic-public library collaborations.

Headings:

Public libraries -- Services to colleges & universities

Library outreach programs -- United States -- Case studies.

Academic libraries -- Off-campus services -- United States -- Case studies.

Libraries and community -- United States -- Case studies.

Partnership.

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CREATING AND SUSTAINING ACADEMIC-PUBLIC LIBRARY
COLLABORATIONS IN THE TRIANGLE AREA OF NORTH CAROLINA

by
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*Introduction*

Collaboration, as defined by Merriam-Webster, means "to cooperate with an agency or instrumentality with which one is not immediately connected" (http://www.merriam-webster.com/dictionary/collaboration). In the case of libraries collaborating with one another, Julie Todaro explains, "when organizations articulate that they are "collaborating" with another group, it indicates a formal process of exchanging information, resources, or services" (2005, p. 141). Tom Wilding, Director of Libraries at the University of Texas at Arlington, suggests that "libraries, because of their long history of collaboration and co-operation, are probably better suited to partnering relationships than any of their peer groups, and they should use that experience to their advantage" (Wilding, 2002, p, 202). This study will examine how academic and public libraries located in the Piedmont region of North Carolina have worked together to form collaborations to the benefit of their libraries and the communities they serve.

In our current economic climate, library funding continues to be cut as costs increase for libraries. Larra Clark, the ALA's project manager for the 2009 survey of how libraries fared, stated that, "libraries have been first responders in this financial crisis providing job hunting services including free Internet access. But 21st century libraries can't meet demands with 20th century funding" (Hoover, 2010). The study reported substantial budget cuts for libraries- "among all respondents, 72 percent said their budget

had been cut, and 43 percent reported staff cuts" and among libraries serving populations over one million, the numbers rose to "86 percent reporting budget cuts and 93 percent reporting staff reductions" (American Library Association, 2011), not to mention cuts in library service hours. Library collaborations have been used to form creative solutions to the current funding crisis.

Libraries have found collaborative partners in businesses, schools, social service organizations and also in other libraries. One such collaboration is academic libraries and public libraries. Academic and public libraries usually collaborate with one another by combining resources, staff and/or funding to achieve goals, such as serving patron needs, that they would not be able to accomplish on their own. Collaborations have the benefit of improving the well-being of the community and both the academic and public libraries by combining resources, creating collective problem solving, re-emphasizing libraries as vital to the community and revitalizing/re-energizing the libraries themselves. As stated by Alice Bahr and Nancy Bolton in their 2002 article,

> Potentially, collaborative initiatives among libraries can reduce individual efforts, help secure funding, and strengthen services. They make good sense for specific, defined needs. They can, however, also open doors for greater community involvement, for bringing ideas not sustainable by any individual library to the attention of community members who can bring them to fruition, and for cementing, through partnership, their higher social role of fostering understanding (p. 32).

This study will not only examine the benefits of forming a collaborative partnership between an academic and public library, but also *how* libraries have created and sustained successful partnerships. This will be done in an effort to serve as a guide to libraries and librarians, both academic and public, considering forming a new partnership.

The focus will be on academic and public libraries in the "Triangle area", which includes Raleigh, Durham and Chapel Hill, in the Piedmont region of North Carolina, due to its great concentration of and diversity in academic and community libraries.

The four major universities in the area, North Carolina State University (NCSU) in Raleigh, Duke University (Duke) in Durham, North Carolina Central University (NCCU) in Durham and University of North Carolina at Chapel Hill (UNC) are no strangers to collaboration themselves. They are now all part of the collaborative *Triangle Research Libraries Network (TRLN)* that began in 1933 as a partnership between UNC and Duke, "the purpose of which is to marshal the financial, human, and information resources of their research libraries through cooperative efforts in order to create a rich and unparalleled knowledge environment that furthers the universities' teaching, research, and service missions" (*Memorandum of Understanding Concerning the TRLN*). The four public library systems in the Triangle area are the Wake County Public Libraries, which is mainly seated in the Raleigh area, Durham County Library system, Chapel Hill Public Library and the Orange County Public Library system, which includes the communities of Hillsborough and Carrboro.

*Literature review*

Most of the studies about academic-public library collaborations are case studies of current collaborations written shortly after the collaboration had begun and were written predominantly by the librarians involved in the collaboration itself. Some of the studies about collaborations are written by academic librarians and some by public librarians but the majority of the articles are authored by and present the viewpoint of

only one "side" of the collaboration. While most of these articles report a few factors they believe aided in the success of the collaborations, there has not been a study conducted specifically on what makes the academic-public library collaboration successful or what determining factors sustain a successful collaboration. Exact trends establishing guaranteed measures of success are difficult to obtain, because the articles tend to only focus on what was successful in the case example and the "road to success" truly varies case by case.

Collaborative partnerships can take many forms and be created for many different goals. Academic-public library collaborations are somewhat less common, perhaps due to the idea that their missions as institutions are quite disparate. The two institutions are thought of as serving very different communities and there is a fear of sacrificing the library's mission to serve its own community, if it begins to expand to serve an additional community. Also, warranted or not, there is a notion that the two institutions will be on unequal footing in a collaboration with academic libraries having the upper hand. In a presentation at the 2009 American Library Association (ALA) conference *Our Town, Common Ground: Academic Libraries' Collaboration with Public Libraries*, the collaborators at the Lorain County Community College and Elyria Public Library openly discussed their concerns about the former being "an elephant" and the latter "a mouse" in their joint-use library collaboration. In this specific case, their pointed efforts in creating a partnership of equal footing was ultimately what made their collaboration successful. Some of the common types of academic-public library collaborations found in the literature are joint-use libraries, resource-based collaborations, services-based

collaborations and program-based collaborations. These will be explored in the following section.

*Joint-use Libraries*

A type of collaboration that is worthy of mention are joint-use library spaces, where two libraries literally use the same space to house both of their collections (Breivik and McDermand, 2004; Peterson and Breivik, 2001). This type of collaboration will not be focused on in the study, simple because there were not any joint-use library spaces identified in the Triangle area. Joint-use space has been an innovative idea for library collaboration- so much so that the ALA put together a fact sheet containing articles and websites about joint-use libraries (*Joint-use Libraries: A Bibliography)*. The most commonly written about joint-use library is that of San Jose University and San Jose Public Library, which is called the Dr. Martin Luther King Library. One important fact to note about this collaboration is that they collectively hired an outreach librarian, "to alleviate the concern that the new combined library might diminish emphasis on academic priorities" (Breivik, 2004, p. 210). This concern of disrupting academic priorities through collaborations with any institution is a common thread found throughout the literature, even in a unique situation like a joint-use library space.

*Resource-based Collaborations*

Academic-public library collaborations have included many types of resource-based collaborations including shared cataloging, collections, OPACs, and circulation systems. The most obvious benefit of resource-based collaborations is financial.

Libraries can simply save money by purchasing a resource with another library, but more often it provides them with the ability to purchase a resource or program they would never be able to afford on their own. And that ability to secure new resources, inevitably results in better services to their patrons, more resources for their patrons and better resources and systems for staff. It is important to note that many of these partnerships began simply as a cost-sharing method and eventually grew into a stronger connection between the two libraries, resulting in both program-based and services-based collaborations.

Lower Columbia College Library and Longview Public Library, who reside across the street from one another in the state of Washington, decided to collaborate based on their mutual desire to upgrade to a new cataloging/circulation system. The libraries agreed that the public library would undertake the initial costs of purchasing the new system and the university library would incur the maintenance costs for both library systems over time. Out of this initial collaboration, new collaborative ideas formed including combining forces in collection development. In addition, the librarians' increased professional contact with each other gave them the confidence to more readily make patron referrals to the each other's libraries. Robert Baker (1989) explains that the new collaboration had a myriad of benefits,

> First of all, the students, faculty, and community residents now benefit from improved, more knowledgeable library assistance, particularly through referrals to specific items. Staff in both libraries are able to reduce unnecessary duplication of materials and the community saves by having the two institutions share the costs of the expensive automated system (p. 92).

Another example of a collaboration that includes the use of a joint cataloging system is the Central Michigan University Libraries (CMU) and the Veteran's Memorial Library branch of the Chippewa River District Library System. Their collaboration initially formed out of a professional relationship between Ruth Helwig of CMU and the public library system director Lise Mitchell, whom Helwig suggested to hire for the position during her stint on the Friends of the Library for the Chippewa River District Library System. Helwig "credits the success of the partnership to having 'willing, enthusiastic, pleasant people on both sides who value collaboration and what we can learn from one another' (Mathson, 2009, p. 78).

The Mason Library at Keene State College and Keene Public Library formed a partnership in 1991 during a time of downtown revitalization in their city of Keene. These two library systems are located a ½ mile from each other in New Hampshire and their partnership was created based on a positive professional relationship between the two library's directors. The authors of the article, who are both librarians at the Mason Library, stated that they purchased a new joint automation system for their catalog, negotiated the differences in their library policies and developed a strong level of good will between the two libraries and their community members (Halverson and Plotas, 2006).

The University of Alberta and Edmonton Public Library system created a partnership through a shared circulation system, Sirsi Unicorn. In addition, the Canadian province of Alberta has created a consortium that allows patrons to use a single library card at all participating libraries, most of which participate in a shared cataloging system.

The province is currently working on a digital libraries initiative they intend to make available to all residents of Alberta (Carr-Wiggin and Reimer, 2008).

Another collaboration coming out of Alberta, Canada was created in 2008 between nine collaborative partners, including the Grande Prairie Regional College and Grande Prairie Public Library, with the goal of collecting French language and French language learning materials for students and the public. The partnership was driven both by local community members seeing a need for an increased amount of French language materials and the government setting a new teaching standard for French as a second language. As a result of their efforts, the collection increased from five French language books to 1,500 (Doel and Chislett, 2008).

Tom Wilding, Director of Libraries at the University of Texas at Arlington, broadly discussed the possibilities of academic libraries engaging in successful resource-based collaborations. He cited not only the advent of increased digitization, but also the libraries' geographic proximity as helping them form a successful partnership centered on cooperative acquisitions and cataloging. His article looks at collaborations from a management perspective and while it supports the ideas of collaboration, it is unique in that it includes a section on the risks of partnering. The risks he mentions include, loss of control, partnerships being met with resistance over a concern that it will not benefit the library and its mission, financial risks, a possibility that the two libraries goals will not match up and that partnership with one group may mean that you can not partner with another. He cites staff and stakeholder buy-in from the beginning, a formal written

agreement and strong efforts towards maintaining a fair partnership as methods for avoiding these risks and instead creating a successful partnership (Wilding, 2002).

*Services-based Collaborations*

Another major form of academic-public library collaboration is services-based collaboration. This type of partnership, formed specifically to increase the level of services available to library patrons, has seen both libraries on equal footing in providing services, but also ones of perhaps unequal footing with academic librarians providing services to public libraries. For example, academic librarians have taught information literacy workshops to public librarians and their patrons, on topics such as electronic resources for consumer health information and how to conduct genealogical research. The following are some examples of various services-based collaborations found in the library literature.

The University of North Texas (UNT) and Denton Public Library are engaging in a services-based, program-based and resources-based collaboration. The first are a set public library workshops led by UNT staff, the second is a "one community, one book program" and the third is a joint effort to share government documents (UNT is a state mandated repository), respectively (Hoffman, 2009). The public library workshops included: how do conduct genealogical research, how to preserve archival collections, how to access government documents and a discussion on military history. The chapter cites many benefits for academic libraries that engage with public libraries, including providing a public service, increased use of library resources and outreach to potential

library users, but reminds academic libraries and librarians to carefully consider how this collaboration will enhance or detract from the library's stated mission (Hoffman, 2009).

In 2001, Jennifer Nutefall wrote of a partnership between academic, public and school libraries in Rochester, New York, with a goal of creating a collaborative information literacy program, focusing on library technology and digital resources. Before rolling out their new program, the coordinating team for the libraries created a list of potential partners and began marketing to these local organizations. They also developed a set of literacy standards, and they defined the roles of the librarians involved in the workshops on information literacy (Nutefall, 2001).

The University of Minnesota and Hennepin County Library in Minneapolis responded to a community demand for archival materials about housing and local neighborhoods by developing an instruction program, a 90-minute presentation, and written guide, a brochure containing a compiled list of local resources. "As librarians working at a public library and a state land-grant university, we recognized that an organized outreach effort would support important goals of our parent institutions" (Lawton and Lawton, 2009, p. 498). In the process of the collaboration, the two librarians made connections with additional peer repositories and are now considering a cross-repository program for their libraries. The collaboration's future plans including training additional librarians, gathering participant feedback and improving marketing (Lawton and Lawton, 2009).

In their 2005 study, Ruth Smith, David Knight and Dawn Joines looked at a collaboration between the Newport News Public Library System and the Edward E. Brickell Medical Sciences Library of Eastern Virginia Medical School. The public library had been providing basic technology classes to their patrons, but senior patrons requested more training on finding health resources online.  In order to fill that need, the public library connected with the Outreach Librarian at the medical school who was happy to oblige, stating "according to the RUSA Access to Information Committee, 'Our mission as librarians is to facilitate access to the greatest possible extent' " (Smith et al., 25).  The first two classes in the series were taught by a librarian from the medical school and the third class was taught by public librarians.  All of the librarians were present as floaters for each session at the public library.  The article stated the benefits coming out of the partnership were that librarians now understand each other's expertise, they collectively created useful classes, they raised awareness about both libraries including their services and collections, and they were also able to pool their resources together to get new databases as the costs for databases continue to increase (Smith, Knight and Joines, 2005).

A similar collaborative effort came out of the University of Pittsburgh Health Science Library System (HSLS).  The HSLS stated they needed to ensure their primary constituency (the University) was served first, but they felt compelled to serve the public's needs as well. They conducted a needs assessment of local public libraries gauging both public librarian and public library patron interest in consumer health information and resources.  Overall, they found that 5-20% of patron reference questions, at the public library, were health related and in response to these high numbers, they

trained approximately 300 public librarians about online health resources. The HSLS librarians creative an instructive website for health consumers and gave a series of three workshops to public librarians called, "Health Information for Public Librarians: Understanding Medical Information and Identifying Resources for the Southwestern Pennsylvania Community" (Wessel, 355). In addition, a social worker from the University of Pittsburgh came into the libraries to talk about patient distress and a cancer patient educator reviewed what information was available to patrons. The public librarians also asked them to provide training for their patrons and the HSLS librarians created a two-hour training for them. (Wessel, Wozar and Epstein, 2003).

*Program-based Collaborations*

A few of the past studies conducted on academic-public library collaborations, looked at program-based collaborations. The "one community, one book" type program has been popular amongst collaborators as well as programming around events, such as Veteran's day or National Library Week. In addition to the examples of collaborations detailed below, citywide reading programs have also taken place in Seattle, Chicago, Rochester, New York and Buffalo, New York. These collaborations usually find their focus in bringing community members together to create a dialogue by providing a safe space for community discussion based on the love of reading (Bahr and Bolton, 2002).

The partnership between the University of North Texas (UNT) and the Denton Public Library, as stated above, was formed to accomplish many goals, including resource-sharing of government documents and "how to" workshops at public libraries. One of their other goals was a "one community, one book program" called "Denton

Reads" and this collaboration also included additional public libraries, another university and the public school system as partners. The authors cite the importance of having all organizers "at the table" for important meetings and ensuring that the whole of the community's needs are addressed through the selection of the book title even though these were tough challenges for the program. They explained that establishing and adhering to these types of goals from the start helped assuage any difficulties that arose and helped them to create a successful collaboration (Hoffman, 2009).

The Central Michigan University Libraries and the Veteran's Memorial Library branch of the Chippewa River District Library System also formed a partnership, which resulted in a community reading program. Their relationship initially formed through a collaboration in 2004, for a series National Library Week events, including a "Stump the Librarian" contest. Out of this successful collaboration, came the community reading program "Mid-Michigan Reads", which grew to include an additional university and two more public library systems. The two libraries even went on to establish a joint cataloging project as was mentioned above in the *resource-based collaboration* section (Mathson, 2009).

A similar partnership was established in Mobile, Alabama between public libraries, academic libraries and additional community organizations. They created the "Mobile Tricentennial Book Committee" to establish a citywide reading program called "Mobile's Book: Share the Experience." The authors note that their partnership was successful due to their shared financial contributions, mission/institutional goals, facility, staff, resources and programs. They detailed their stated steps to success as the following:

"make sure leadership rests with a local citizen with organizational experience, establish key committees, write a mission statement that clarifies intent, goals and responsibilities, invite broad participation on the book selection committee, establish firm criteria for choosing a book as well as how the book is to be used within the community, set early plans for fundraising and choose an author who enjoys engaging with the public" (Bahr and Bolton, 2002, p. 27-30). They in fact, determined that their project would move forward regardless of financial support. The libraries shared in publicizing the event, and purchasing the books, creating reading guides. The libraries stated that the collaborations rewards were increased visibility, collegiality, making new contacts, including future fund raising contacts and also a chance to open academic events to the public, which increased attendance and built strong relationships with community partners (Bahr and Bolton, 2002).

Bahr and Bolton (2002) eloquently explain the drive and purpose behind such program-based collaborations,

> Ultimately, for communities to thrive, people need to talk to one another. More importantly, they need to find things in common about which to talk. What normally bands strangers together is a reference to the weather, a common, shared experience. Communities have much more than that to share. What better way to start than with books to build a community of readers and thinkers who recognize their common humanity and have sufficient practice talking about ideas to explore their differences in that context (2002, p. 31)?

*Additional Collaborative Efforts*

There are other articles about collaboration, in addition to Wilding's article mentioned above, that while not focused exclusively on academic and public library partnerships, are helpful in conceptualizing the road to a successful collaboration. One

such article is Engard's study in 2011 that discusses collaborations between libraries and young people, especially around the issue of technology. She focuses on the significance of creativity in collaborations and the possibilities that come out of infusing youth, and their know-how, into a partnership. She gives an example of a web design class having a contest to design the best website for a local business. Through this contest, students gained more experience in website design and the business got a free website. She concludes her article with wondering if these creative collaborations could be translated into coordinating university students to do something at the local public library (Engard, 2011).

*The Librarian's Guide to Partnerships* edited by Sherry Lynch also speaks to the creative possibilities in collaboration by providing thirteen case examples of partnerships created by the Broward County Library that range from collaborations with academic institutions to art organizations to a small business center. The text begins with a foreword by Samuel Morrison, Director of Broward County Library, about the challenges and benefits that can be derived from collaborative efforts. His list of benefits, beyond libraries making themselves more prominent in the community, includes librarians gaining leadership experience and learning about risk taking, partnerships providing librarians with insight about their institutions true mission and goals and also learning about how to stretch and justify their budgets (Lynch, 1999, p. viii).

In Mary Jane Petrowski and David Baird's 2001 study, they wrote about a collaboration between university librarians and information technology professionals at the university, stating that they two groups recognized the clash that sometimes exist

between two groups but that they came together as part of a "core commitment to advancing the educational mission of Colgate" (Petrowski and Baird, 2001, p. 1003). Their article about the power of a shared mission within a collaboration serves as a treatise to stop thinking about services to patrons in a divisive manner, but rather recognize that providing patrons the best services is the goal of any library and can be achieved more readily through a collaborative effort.

*Creating Successful Partnerships*

Common threads for successful partnerships can be found amongst studies of library collaborations, including library mission statements of both public and academic libraries that state serving the whole community as one of their tenets. Collaborators establishing a clear vision and set of goals, geographic proximity, promising to complete the collaboration regardless of finances, and librarian/administrator buy-in were also commonly cited as strong indicators of success. Petrowski and Baird suggested that, "the characteristics of a highly collaborative creative culture include curiosity, a habit of reaching out for ideas and help, and having group members who are both humble and confident" (2001, p. 1005). In addition, the community where the university and public library are situated can impact the success of the venture. John-Bauer Graham states that, "rural colleges and universities often are more vital to the community because of the disproportionate size and economic impact that these campuses have on the entire city or town they "occupy" (2005, p. 113).

One study that specifically attempted to quantify the necessary factors for successful collaborations was Carol Brown's 2004 study examined the Library Services

and Technology Act (LSTA) grantees who were awarded funds for library collaborations benefitting youth and children by the State Library of North Carolina. The granting guidelines suggested applicants should meet the nineteen factors determining successful collaboration created by Paul Mattessich and Barbara Monsey in their book "Collaboration-What Makes it Work." Brown followed up with the grantees to determine if their collaborations did indeed meet the determining factors. She found that they not only met all of the factors, but at a higher percentage rate than even Mattessich and Monsey had proposed, perhaps echoing Wilding's assertion that libraries are particularly well-suited for successful collaboration.

### *Goals, Objectives and Justification*

The goal of this study is to examine current academic and public library collaborations in the state of North Carolina, and more specifically, in the "Triangle area", which includes Chapel Hill, Durham and Raleigh, to determine what makes them successful collaborations and how these successful collaborations can be sustained over time. Through providing thorough examples of academic-public library collaborations, this study could be used as a resource for librarians looking to create new collaborations or to sustain their current collaboration, including steps to be followed to ensure these successes. This study is unique in that it examines several different collaborations-different both in partners and purpose- in a small tri-city area. The universities include a smaller, historically African-American university, a private university, a land-grant university, and the nation's first state university that is ranked the 5th best public university in the United States (http://uncnews.unc.edu/content/view/30/97/). This study

is additionally unique in that it is attempting to provide both "sides" of an academic-public library collaboration, whereas previous studies usually only represent one perspective.

### *Research Questions*

This study attempts to answer the following two research questions. What factors are most important in determining a continued successful collaboration between academic and public libraries? How can librarians and library administrators sustain collaborations, especially within this economic climate? The hypothesis of this study is that the matching of mission statements of the two libraries, a formulation of a clear vision and goals for the collaboration, and the community in which the libraries are themselves situated in are the greatest determinants of whether a collaboration will be successful.

### *Identified Collaborations*

In this study, one services-based collaboration and three program-based collaborations were identified. One of the program-based collaborations also has a secondary resource-based component to its partnership. The services-based collaboration is the *Community Workshop Series,* which is a series of computer workshops conducted at local public libraries lead primarily by library science students from the School of Information and Library Science (SILS) at UNC-CH and a few community members. It is a collaborative effort between UNC-CH and the Chapel Hill Public Library, the Orange

County Public Library system's Carrboro Cybrary branch and the Durham County Library system's Southwest Regional branch.

The first of the three program-based collaborations identified is the *READ SMART program,* a book discussion group led by North Carolina State University (NCSU) scholars that is a collaboration between NCSU and the Wake County Public Library system, and more specifically the Cameron Village Regional Library. The second collaboration, which is primarily program-based, but also resource-based, is the partnership between two archival institutions- the David M. Rubenstein Rare Book & Manuscript Library at Duke University, and more specifically the Sallie Bingham Center for Women's History and Culture collection, and the North Carolina Collection at Durham County Library. The third program-based collaboration is an ALA funded "Let's Talk About It" program. "Let's Talk About It: Making Sense of the Civil War" is a collaboration between the Durham County Library and North Carolina Central University (found at: http://www.durhamcountylibrary.org/ltai.php).

*Methodology*

The collaborations for identified for this study are comprised of partnerships the primary investigator/author of this study had knowledge of prior to the study, partnerships found through events listings on local library websites and partnerships found through inquiries to local library contacts about potential partnerships. Every attempt was made to find partnerships in the Triangle area that would represent each major university and each major public library system. The Triangle area was chosen, not simply for its proximity to the primary investigator, but because of its large

concentration of universities and public libraries within a tri-city area. In addition, the four local universities are unique in that they also participate in an academic library collaboration with each other called the *Triangle Research Libraries Network.*

Qualitative data for this study was collected through semi-structured interviews that were completed in-person or by phone with academic and public librarians engaged in collaborations with each other. The interview questions for the study are located in Appendix A. The intent was to gather information from librarians working on either "side" of an academic-public library collaboration to gain a fuller picture of each collaboration. Intentions were made for the collaborative programs to be named and described. Interviewees were given the option of remaining anonymous in the final writing of this paper, but none of participants selected this option. Semi-structured interviews were selected as the best method for gathering data due to their flexible nature and richness of results. They were used to elicit specific information from librarians about their collaborations, while remaining open to potentially unexpected and fruitful feedback. Participants were asked for their permission to audio-record interviews.

Like most authors whom have written articles about academic-public library collaborations, the author of this article has a professional connection to three of the partnerships being examined in this study. One of the professional connections includes periodically volunteering as an instructor and a floater with the Community Workshop Series as a graduate student in the School of Information and Library Science program at UNC-CH. During the author's current field experience placement at NCSU, she has helped organize the READ SMART program by selecting books, soliciting NCSU

scholar participation and marketing the program.  In addition, the coordinator for the READ SMART program at NCSU is the field experience supervisor for this placement. Also, the academic library coordinator of the collaboration between Duke University and the North Carolina Collection at Durham County Library was a previous field experience supervisor, though the author had no involvement in the stated collaboration itself.  With that said, every attempt has been made to approach this study through a critical and objective lens.

Six total interviews were conducted with librarians engaging in academic and public library collaborations, including three academic librarians and three public librarians.  Interviews about the *Community Workshop Series (CWS)* were conducted with Ellie Coen Boote, CWS Coordinator and Research Assistant at the Undergraduate Library at the University of North Carolina at Chapel Hill (UNC-CH) and Anne Pusey, Branch Manager of the Carrboro Branch Library and Carrboro Cybrary, which are both part of the Orange County Public Library System. *READ SMART* program interviews were conducted with Marian Fragola, Director of Program Planning and Outreach at North Carolina State University and Jean Ells, Regional Library Manager of the Cameron Village Regional Library, which is part of the Wake County Public Library System. Additional informational interviews about academic-public library collaborations were conducted with Laura Micham, Merle Hoffman Director of the Sallie Bingham Center for Women's History and Culture, which is part of the David M. Rubenstein Rare Book & Manuscript Library at Duke University and Joanne Abel, Humanities Coordinator at Durham County Libraries.  Unfortunately, the corresponding library staff members at the North Carolina Collection and at North Carolina Central University, respectively, were

unable to be interviewed for this study.  Each interviewee not only expressed their willingness to be interviewed, but also their enthusiasm in support of this study and collaborations between academic and public libraries.

*Data Analysis*

Every study participant agreed to have their interviews audio recorded. Interviews were then transcribed with verbalizations being noted literally for the purpose of ascertaining interviewees' sentiments about their collaborations in addition to their statements about the collaborations.  Transcripts were first read after all interviews were conducted and during this initial reading, they were coded based on broad emerging categories and themes.  Additional readings lent themselves to further refined coding within the initially recognized themes and to the creation of new categories, making this a highly iterative process.

*Results*

**Impetus for collaboration**

The Community Workshop series began in 2005 as the idea of a graduate student in the School of Information and Library Science (SILS) program at UNC-CH.  The student was a Carolina Academic Libraries Associate at the Undergraduate Library as well as a board member of the Chapel Hill Public Library (CHPL).  CHPL made the decision to not implement internet filters on their computers and this student noted that educating public library users on how to use computers would be more fruitful than relying on internet filters anyway.  The idea of providing computer literacy workshops at

public libraries with library science students from SILS as the instructors was presented at UNC-CH and as a result the Community Workshop Series was established at the Carrboro Branch Library, the Chapel Hill Public Library and the Southwest Regional Branch at Durham County Libraries. While the public library branches have changed over time, the three library systems (Orange County Libraries, Chapel Hill Public Library and Durham County Libraries) have remained the same. The computer series offers weekly classes at each branch to public library patrons that range from *Computer Basics* to *Social Networking* to *Doing more with Microsoft's Excel*.

Coen Boote explained that the academic librarians at UNC-CH saw, "a need in the community and a way that the library could work with mainly students here [at the library school] to meet that need. And, it could be a good outreach service and connection to the broader community, especially because the University is a public university." The collaboration is meant to serve people

> outside of school that are trying to enter the workforce or are in the workforce who don't have another avenue to get this sort of instruction. So, that's the main goal of what we are trying to provide. And then as far as the reasoning behind why there is a collaboration to do that- the libraries themselves don't have the capacity to put on the classes on their own.

READ SMART is a program-based collaboration between North Carolina State University (NCSU) and Cameron Village Regional Library of the Wake County Public Libraries system that consists of a book discussion series moderated by NCSU scholars. In late 2010, Marian Fragola began her position as the Director of Program Planning and Outreach at NCSU, after previously working at a local public library system, and had already begun collaborating with Cameron Village Regional Library on "Fireside Tales,"

a winter children's story time program lead by NCSU librarians. Fragola expressed an interest in starting an adult reading program and was directed to speak to Regional Library Manager, Jean Ells. Ells quickly agreed to the collaboration saying, "I loved the idea. Particularly, since Marian was going to provide the scholars…I felt like having a scholar lead a discussion adds another dimension to it that we weren't really getting at our book clubs, so I was very receptive to that idea." The collaborative partners saw their first discussion group within two months of their initial discussions and have consistently seen approximately twenty attendees at each event, a number both Ells and Fragola see as a mark of success.

**Forming successful collaborations**

What factors are most important in determining a continued successful collaboration between academic and public libraries? Interviews revealed factors that have made both the Community Workshop Series and the READ SMART program a success, including willingness to experiment, flexibility, availability of resources, professional relationships, geographic proximity, and managerial support. The Community Workshop Series and READ SMART represent different types of collaborations, service-based and program-based respectively, but both collaborations shared many commonalities that will be explored in more detail in the following sections.

**Geographic Proximity and Library as Space**

The geographic proximity of the two libraries was mentioned on several occasions by the academic librarians, in addition to the idea that public libraries are seen

as a more accessible and less intimidating space to the community. The public

libraries involved in the CWS were chosen for their closeness to UNC-CH's campus,

which allows instructors, who are primarily SILS students, to have easy access to the

classes. Marian Fragola explained that the Cameron Village Regional Library was

selected as the location for the READ SMART program for similar reasons. She said,

> I wanted to do something off campus that I thought more people could access, because it's kind of intimidating to go to a college campus, if you're not used to it. And, our college library is hard to park [near] and get to. I knew I wanted to do something at a public library and Cameron Village is so close, so it made the best sense.

> Plus, she added, "It's a beautiful, welcoming great library, very highly used."

Laura Micham at the Sallie Bingham Center at Duke University not only cited that the

public library in Durham is easier to get to and a less intimidating space for

programming, but also that the proximity made it easy for her library users to access the

North Carolina Collection at Durham County Libraries to research specific materials the

Sallie Bingham Center might not have in their own collection.

**Willingness to experiment and flexibility**

Both collaborations began with a unique idea, a set of willing partners and the

spirit of experimentation and flexibility. Piloting a new program and also being willing

accept when it has failed, seems like a simple notion, but not all workplaces are

conducive to this line of thinking. Coen Boote stated, "I feel like something that's been

good about the way it's (CWS) handled is the willingness to try new things and then also

to say, "oh, that didn't work." In addition, "getting the feedback from libraries and

participants and then trying things out to see how they go and being willing to stop them and to just evaluate as we go has been key."

For CWS, flexibility has allowed for the exact locations of the workshops to be altered to better suit the needs of patrons and library staff. When the public library staff saw a greater need for computer workshops at the Carrboro Cybrary, instead of the Carrboro Branch Library, a nearly seamless transition was made to the new space. Willingness to make changes has also benefited the academic library staff. For example, the program was moved to a different library in the Durham County Library system for the dual purposes of closer proximity to the library school and a more receptive public library coordinator at the new branch location with "the mindset that if it didn't work out, they could go back or try something else" (Coen Boote). Coen Boote further remarked that, "people have been open to just doing what seems best, because it is benefitting their patrons."

Ellie Coen Boote also stated that, "keeping [the collaboration] broad allows us to make changes or additions as we see different needs come up or interests, [like] if we see particular requests for particular classes or information" and her collaborative partner, Anne Pusey, agreed. What she finds to be so great about her collaboration with UNC-CH is that,

> any time it seems that the community is moving in a different direction and we
> might need a new type of class, if the current class already exists but we haven't
> been teaching it, they will refresh it and put it back on their curriculum. If there is
> a class that doesn't exist period and we need it, they'll put it together.

Fragola and Ells also believe that a willingness to simply try a new program and be flexible has helped them create a successful collaboration. Fragola said,

> I think what's been instrumental is that Jean is so easy to work with and she just said "yes" and we did it. And there wasn't a lot of red tape and it hasn't been super formal, we just started. I think the ability to just start and figure it out as we, almost as we, went along was helpful.

> She also added that part of the success is due to "Jean's flexibility and her 'Sure, let's do it' attitude." Ells agreed saying, "we understand that sometimes we are having to do things on the fly or in a rush and we've both been very supportive of each other in that respect." Fragola also credits the willingness of NCSU scholars to moderate the book discussions as being a vital factor for their program's success.

**Available resources: time, equipment, space, staff and funding**

As the report by ALA on how libraries are faring detailed, both academic and public libraries have been challenged by the current economic climate and study participants have found a way to join their resources to support their missions of serving library users through their collaborations. Pusey explains the current economic challenge to public libraries, by saying, "we are trying to grow and our budget and our growth needs are sometimes headed at different rates. We are trying to do more things that the meet the community's expectation, but the budgets have kind of slowly been catching up to us." Coen Boote sees the public library as bringing library users, space and equipment to the table, while the University Libraries helps by providing staffing and time resources the public library simply does not have. The Carrboro Cybrary operates with one staff member at a time and the Carrboro Branch Library operates with two staff members at

maximum due to their current funding. This staffing structure means they cannot provide individual computer instruction to patrons let alone provide a group class without the support of the University Libraries at UNC-CH.

Ells is also balancing the funding limitations of the Cameron Village Regional Library with her interest in providing new adult programming. The NCSU Libraries provides the funding for conducting outreach for the READ SMART program and Ells explains that, "the fact that Marian's had that type of funding has helped us get the word out to both of the communities." This outreach garners their successful number of participants at their monthly READ SMART programs. And it's at a cost that is reasonable for NCSU libraries- Fragola commented that she sees the collaboration as successful partially because of its low cost.

**Strong professional relationships or "I like you!"**

The READ SMART and CWS collaborations have not only forged strong professional relationships, but the collaborations themselves have continued to be successful because the collaborative partners enjoy working with each other. Interview responses were abundant with positive feedback and sentiment expressed towards their collaborative partners. As Pusey exemplifies with her statement about CWS- "We are really, really happy with it and it's been a huge benefit."

Coen Boote explains that,

> the contacts at the library are really great. They're really responsive. They really
> place a lot of importance on the service that this is providing, so it's a thing that
> they prioritize. And they are really good about giving me ideas, communicating

about things, thinking about different ways to improve it, even if it involves coordination on their end.

And Pusey provided equal praise of the University Libraries, by saying how great it is that, "they definitely are willing to spend a ton of energy on something that meets the community's needs."

Both Ells and Fragola emphasized in their interviews how much they enjoyed their collaborative partnership for READ SMART, saying that they feel "lucky" to be working with each other and that their professional relationship has made their collaboration "fun." Ells said that their positive relationship is,

> a pretty big incentive to keep on going. Just that I get so much out of it, personally. I enjoy working with her and I enjoy the whole idea of it and the events themselves. So, it's great if you can work with someone that you are comfortable working with and your strengths complement each other's weaknesses. So, like I said, we've been lucky in that.

Fragola expressed the same sentiment in her interviewing by saying, "I think we both think that it is fun. I love working with Jean and I think we both get something out of it."

Micham also attributes some of the success of her collaboration with the North Carolina Collection to her positive professional (and personal) relationships with staff at Durham County Libraries.

> I think that the number of successful programs and outreach that we've had shows that we actually get along as people, that we like each other. I think that really helps. We have gotten to this point where, when we see each other in the grocery store we normally greet each other with a hug, which suggests to me that everything is going to be fine. We are also mindful, all of us, as professionals need to be, that we are laying the groundwork for our successors and that we have a responsibility to that future as well.

**Managerial support**

Previous studies have shown that managerial support has helped collaborations succeed and flourish and this was mirrored by the study participants. Coen Boote explained that despite budgetary constraints at the university, the CWS program continues to be supported because it's "something that a number of people at the University involved in decision-making feel is a good use time." Management at the public libraries has also been supportive of the program. Coen Boote said, "there are a lot of things I am communicating with my contacts that they have to check or run by someone. There's never been anything we've wanted to do that hasn't happened." She provided an example of this support by explaining that the main branch of the Orange County Library system was very supportive of the new E-Books class being provided at the Carrboro Branch Library by loaning their own equipment for the workshop.

Micham stated that she was informed by her supervisors when she began her position as the Merle Hoffman Director of the Sallie Bingham Center at the Rubenstein Library that a collaboration existed with Durham County Libraries. She stated that,

> leadership past and present in the Rubenstein have made it part of the narrative here. When I started 10 years ago…when everything else was explained to me about the culture here, the ongoing collaborations we have here are *fill in the blank*. One of the ways that sentence ends is the Durham Public Library.

**Sustainability**

How can librarians and library administrators sustain collaborations, especially within this economic climate? When asked how their collaborations were successfully sustained over time, study participants echoed many of the reasons they had cited for why

their program was an initial success, including the ease of the collaboration, low costs, collaborative partners working well together, and while it may seem obvious, a successful and well-attended program was likely to beget more in the future.

When asked about sustainability, Coen Boote explained, "I think mostly it's a sustainable model [that] doesn't require a lot of funding and with the student base here to offer free labor [and it] is beneficial for them, there's an impetus to sign up." She also credits a willingness to make changes to the program over time or abandon ideas that fail, support from UNC-CH library administrators who continue to fund her position because they believe in the success and the importance of the program and also that, "the public libraries really are happy with it and would want to keep it going." Both Coen Boote and Micham explained that part of the reason their collaborations are sustained over time is because of an ongoing need, as Coen Boote says, it's "not something that can be fully met and dissolved." Public library patrons are still filling up the seats of the *Computer Basics* workshop and archival material is continually created and therefore needs to be continually collected and made accessible by libraries.

Anne Pusey responded to the question of sustainability by saying,

> I put it all on them. I give them all the credit. It's been very easy, very little work for me at all… It really runs itself and that's what makes it so possible. If it really demanded a lot of time, especially over the past couple of years when we've been cutting and cutting our programs, there's just not time to do it. If this required more unfortunately, of us, it's something that would have probably had to go. But, since it's so easy to do, it's really been a lifesaver.

This also harkens back to Fragola's and Ells' assertions that their collaboration is successful due to the ease of their positive working relationship. Abel also spoke of the ease of the collaboration being a key factor. She said,

> I guess the main thing would be a good partner and do what you say you're going to do and fulfill any agreement that you make. And make it as easy as you can for the partner organizations. Don't pull fast ones on them or anything. And if it's a good experience, hopefully they will be eager to partner in the future, in future efforts.

It may go without saying that a program's initial success is also a large factor in sustainability. When asked about how the READ SMART program has been sustained over the past year and a half, Ells said, "For one thing, it's been successful, so we haven't been discouraged… We usually get an average of 20 people for each discussion and those are numbers that we're happy with." Not only has their success encouraged them to continue, but their personal enjoyment of the project has propelled them forward too. Ells continues saying,

> And, also it's just fun. It's fun to think about books and what would be an interesting one, could we get a scholar for this and what haven't we done. And I just enjoy working with Marian. So, that's another plus for me. I enjoy meeting with her. I enjoy talking to her. We have fun. I love the discussions! I mean, I'm the kind of nerd that they're aimed towards. For me, it's just great to have to that extra-added dimension of a scholar, who just brings out things I never thought about. So, I mean it's fun for both of us just to attend. That's why it's been successful.

From Fragola's perspective,

> It's not that hard to sustain. Now, we are sort of in a groove. We have very similar expectations of one another and what the workload is. I think we both think that it is fun. I love working with Jean and I think we both get something out of it. So I don't think it's stressful or difficult to sustain. I think it sustains itself, because it is something we both want to do.

She also commented about her ongoing collaboration with Cameron Village Regional Library's "Fireside Tales" by saying, "Why wouldn't we do something that's fun and good for everyone?"

Anne Pusey also mentioned the synergistic effect of collaborating as a reason the Community Workshop Series has successfully been sustained for seven years.

> It's so simple to do and fits a lot of our needs…. It definitely does demonstrate to me the power of a collaboration like this, that you get a lot more out of it than you put in. And I think that's true for both. You take a little bit of the work and it ends up being hugely beneficial to both. So having seen the benefits of the collaboration, it gives us the momentum to want to have something new set up for the future.

All of the study participants mentioned plans for future collaborations with their current collaborative partner and a hope for new collaborative partners in their future as well. NCSU, and more specifically Fragola, is in charge of coordinating The North Carolina Literary Festival in the summer of 2013 and she mentioned that participating in collaborations makes it that much easier to coordinate a large event involving a myriad of local library participants.

Abel emphasized the importance of her always being at the table and actively pursuing new partnerships, so that organizations would think of Durham County Libraries when planning their next events. And being at the table, seems to be working for Abel. During the course of the interview, she mentioned three different collaborations with North Carolina Central University in Durham, ranging from children's to adult programming, and collaborations with Durham Human Relations Commission, Little Green Pig Theatrical Concern, The Durham History Museum, the

three Durham state historic sites: Historic Stagville, Bennett Place and Duke Homestead, the North Carolina Museum of Life and Science, The Polly Murray Project, which is part of the John Hope Franklin Human Rights Center, Playmaker's Theatre at UNC-CH, author events that have been co-sponsored with NCCU, Duke and/or UNC-CH, "Creek Week", and The Schoolhouse of Wonders. When she finished this list of partners, she mentioned that was everything on their program from January to March of this year. The library has also collaborated in the past with Student Action with Farm Workers, Nasher Art Museum at Duke, Duke University Press, UNC-CH press, Quail Ridge Books, the Hayti Heritage Center, Triangle University Food Studies and most recently, UNC-CH Professor, Dr. Barbara Moran, who spoke at their series called "Guilty Pleasures."

*Hypothesis*

The hypothesis of this study is comprised of three parts, the first being that the mission of statements of the two libraries matched in that they both include serving the whole community as one of their tenets. The second portion of the hypothesis is that success depends upon the formulation of a clear, documented vision and goals for the collaboration, and the third is that the communities in which the libraries are themselves situated are the greatest determinants of whether a collaboration will be successful. The first part was found to be true, the second was found to be partially true and the third seemed fairly insignificant. This study uncovered a myriad of reasons that collaborations are successful and are able to be sustained, including proximity of the libraries,

managerial support, flexibility, availability of resources, and ease of collaboration, in addition to those hypothesized.

*Mission statements*

All study participants stated that their collaborations supported the mission of their libraries, whether a public or academic setting.

**Carrboro Branch Library and Cybrary of the Orange County Libraries**

Anne Pusey, Branch Manager of the two Carrboro libraries, said, "I absolutely see CWS as supporting our library's mission. As a taxpayer funded institution, we always try to be good stewards of money spent, making sure that every choice we make goes back somehow to our mission. The official OCPL mission is:

Orange County Libraries exist to meet the recreational, educational, and informational reading needs of the citizens of Orange County through books and other library materials of general public interest. The library serves as a center for reliable information and promotes the communication of ideas. The library promotes an informed and enlightened citizenry and strives to strengthen the fabric of the community.

I think this program especially speaks to the second part of the mission-promoting an enlightened citizenry and strengthening the fabric of the community. The classes aim to bridge the digital divide, ensuring that the whole community has access to computers and the opportunity to develop computer literacy. Computer literacy is such an essential part of real-world skills these days that we as a community can't afford to leave

anyone out. In this way the entire community benefits along with the improved skills, confidence, and connectedness of the individual taking the class."

**University of North Carolina at Chapel Hill- University Libraries**

Coen Boote explained, "The University Library's mission statement is: 'The University Library supports inquiry and learning at the university and for the people of North Carolina. Library collections, services, staff, and facilities further the university's mission. The library provides leadership in the development of scholarly communication systems and in the application of information technology to teaching, research and learning.'

As a public institution, the library is intended to serve the larger community, not just enrolled students. I think that CWS is actually one of the most direct ways that the Library addresses this aspect of its mission. Also, the last part of the mission that talks about applying technology to learning specifically relates to the goals of CWS by helping participants gain skills that allow them to access, create and share information by a number of means. That's how I see the collaboration supporting the library's mission."

**The North Carolina State University Libraries**

Fragola stated, "I think it does. I mean I don't think it's the primary mission of the library, but…I think it's important at NC State, because it is a land grant university and we are supposed to serve the people of North Carolina even though our core audience is students and faculty.  I think the library needs to serve the public of North Carolina and I

think it's good to do that at the public library, because that's sort of where the community is."

Also, as stated earlier, an unexpected results of the READ SMART collaboration for the NCSU was the new relationships forged between the NCSU faculty members and the NCSU Libraries. While Fragola recognizes that, "the primary mission of the library for the faculty is to serve them and make sure we have the materials that they need, class reserves, [and] help them with bibliographic instruction" her collaboration created a way for faculty members to feel like experts within the library setting. It is a new opportunity for faculty to "connect with the community in a way that's not in the classroom and share their expertise out of the university setting. You know, out of the Ivory Tower, taking the gown into the town."

**Cameron Village Regional Library of Wake County Public Libraries**

Ells also stated that the collaboration supported their mission statement. "We have several goals and objectives we are working towards and one of them is library as place, one is to promote recreational reading and one is self-learning by patrons. And those are all goals that this type of collaboration helps us meet. We want this to be a place that everyone in our community feels comfortable coming to. They are welcome to come. We're not signing people up, checking IDs at the door. It's just "Come on in." If you are interested in this program, come on in, sit down and listen to it. That's important for us, so it's definitely helping us reach several of our goals."

*Formal agreement/stated vision and goals*

Though most studies about academic-public library collaborations stated that the creation of a formal agreement coupled with a set of documented vision and goals were essential for a successful collaboration, all the librarians involved with both the CWS and READ SMART collaborations cited flexibility and the lack of formality as a reason their collaboration is successful and sustainable. This section of the hypothesis was proven to be partially true because although the collaborations did not have a documented set of vision and goals or a formalized agreement, it is, however, clear that the collaborative partners were operating under an assumed vision and goals for their programs that were mutually agreed upon. While the vision and goals for CWS are not formally documented, Pusey and Coen Boote agreed that the collaborations vision was to "help increase the computer literacy and information literacy for area adults" (Coen Boote).

Despite the fact that the READ SMART collaboration does not have a formal set of goals or vision, Fragola stated that, "we had the very same vision for what this program could be. And I think that was very helpful that we both had the same expectations. And, our measure of success is the same and that's been helpful." They both agreed that a consistent set of twenty participants was a huge success for an adult public library program focusing on leisure reading. Fragola said, "there's no formal agreement and in terms of who does what, it sort of just fell quickly in the roles that each one of us has and who does what" (Fragola). In her interview, Ells stated "It's all built on trust" rather than a formal agreement.

*Community served*

The communities in which the collaborations resided appeared to have little effect on the success of the collaborations. In fact, only one study participant mentioned being seated in Raleigh, Durham or Carrboro as impacting the success of their collaboration. Micham explained that the impetus for the David M. Rubenstein Rare Book & Manuscript Library forming a collaboration with the North Carolina Collection at Durham County Library nearly two decades ago was that Durham did not have a historical museum or a historical society. The two libraries felt they had responsibility to the community to collect local history through their archives in the absence of such an institution. Micham went on further to say,

> it's the collaboration's public programming that brings together our separate constituencies but also reveals our shared constituency. And we do have a shared constituency, a supportive shared constituency. Durham is a fantastic place to do archives, it's just wonderful because people tend to have, it's weird, people have an incredible record of their history, yet there is no historical society here.

Additional study participants commented that the community they worked with had more of impact on how the collaborations were specifically carried out, rather than whether they would be successful in their communities at all. Pusey describes the Carrboro Cybrary as a more urban library than the Carrboro Branch Library and how in the last two years, it became evident that a greater need for computer instruction resided at the Carrboro Cybrary. She explained that at the Carrboro Branch Library,

> the people here usually had computers at home and they just got a new laptop and they just needed more help with the resources. Whereas, at the Cybrary, I feel like that is their only access to computers, period and they are learning a skill they will be able to transfer directly to a job, possibly.

When asked about the community her collaboration serves versus the general community the public library serves, Coen Boote responded by saying,

> you've got parents, you've got families, elderly and retired people, you've got non-native speakers, kids, college students, really a whole range. There's definitely a range in socio-economics, a range of backgrounds. People who range the gamut in terms of jobs and education levels, which is reflective in the classes, we get a huge variety.

Both Ells of the Cameron Village Regional Library and Abel of the Durham County Libraries admitted that their programmatic collaborations were more likely to serve a certain segment of their public library population, specifically middle-aged patrons, though they did see younger patrons at their events for certain topics and certain book selections.  Ells explained that their collaboration reached,

> people who have got the time and the interest and want to broaden their horizons a bit, that wanted to have a little deeper look at the books that they are reading. I would not say that the people that come to the book discussion really reflect our population here, they are just part of the population.

Fragola explained the population of the READ SMART program by saying,

> the collaboration serves everyone that Cameron Village serves, but just in terms of attendees it tends to be older, well-educated and primarily, I would say white and I think it skews a little bit towards women. But having said that, there are students who come, so there are younger folks and people who don't necessary fit that demographic, but definitely people who like to read for pleasure, which is not everybody.

College age patrons, unemployed patrons and young mothers are frequent visitors to the library, but not to events.  This is a target audience that libraries often have a hard time reaching.  And while CWS often see unemployed patrons at their workshops, the classes are also mostly populated with middle-aged and senior patrons.

Fragola sees the constituency of the NCSU libraries as being similar to the constituency of the READ SMART program, ranging from the general population of Raleigh to the population of NCSU. The libraries serve

the faculty, student and staff of NC State and that extends the people of North Carolina. And actually beyond, because we've got a lot of *Friends of the Library* members who are from, well a lot of different businesses in NC, but we've got folks that are from all over the country and even internationally. And, I feel like we are here to serve them as well. In terms, of whom I feel like I am there to serve, it's not only the library constituents, but the *Friends of the Library* constituents, which is more sort of a donor base advocacy group.

Fragola did speak briefly about how the population of NCSU is connected the population of state of North Carolina and the city of Raleigh itself.

I get the feeling that it's a lot of North Carolinians and I have heard, anecdotally, that it's a lot of first generation college attendees, which I think is really cool. I think it's one of the things that gives NC State it's nice vibe, it's not entitled. I mean these are people who are here, because they want to be here. Their families have sacrificed, so I think that's motivating.

*Benefits: the Expected and the Unexpected*

Ellie Coen Boote explains that CWS really benefits everyone involved.

It's a good PR piece for the University about the great service they are providing to the community, and obviously for the participants it's a free class they can attend to get the skills and information they need, and then the students who are volunteering, and it's not always students, sometimes it's community members, but it's mostly SILS students, that's great experience for them… [It's a] perfect storm of being able to put it together at no cost.

Pusey says a benefit of the collaboration, is that they "see people that come in to the library for the first time who come in for the classes and register for a card and then come back in after that." Both of the locations in Carrboro are off the beaten path, so the marketing for the Community Workshop Series really helps the libraries reach out to new

patrons- "It allows us to continue reaching out the community and bringing new people

in and showing them what we have to offer." The series has also enabled the Carrboro

libraries to expand their services. In fact, it is the only regular adult programming that

occurs at the libraries.

Ells emphasized that a mutually beneficial relationship is key to any

collaboration.

> I think clearly that collaborating is always best when both sides get something out
> of it that they value. And I feel like Marian does so much, but I am hopeful that
> she thinks I add something to it too, that she couldn't do quite as easily without
> me. That's so important that we both feel like we are contributing and we both
> value each other's contributions.

And through this collaboration, they have been able to reach both of their

communities, including the Raleigh community, students, faculty and staff at NCSU and

the Friends of the Library at NCSU and even reach some community members who had

never been to the public library before.

Fragola believes the collaborations impacts a number of stakeholders who do not

even attend the events. She said,

> And even people who don't go. I've heard people say, 'Oh, yeah, I get that
> postcard.' And, I think that's one of the things I like about it- that it has
> ramifications over and above the people who show up at the program. I think
> every couple of months they get it in their mailbox that NCSU libraries is doing
> this thing with books that they have heard of and I think it's just a good thing to
> remind our *Friends [of the Library]* that we do programs. This is where your
> money's going. And I think that's all good. There's not a way to know that people
> are renewing their Friend's memberships because of this program, but I think it
> ever hurts to remind people that you are out there doing stuff that's very
> understandable. I think sometimes what academic libraries do isn't really
> understandable to the general public and I think this is really easy to understand.

An unexpected benefit of the READ SMART collaboration has been a new and

unique connection between NCSU faculty and the NCSU Libraries.  Fragola explains,

> what has really been nice is that this is a fun very low pressure thing that faculty
> can help us with and then they feel connected to us in a different way. Gives them
> a relationship with us that is fun. And then, again, we can go back and capitalize
> on that in the future, if we want them to do something for us. I don't really think
> that I thought about it that way when I started this, but it's been nice to now have
> this sort cadre of faculty members that have participated and they think it's fun.
> And, now they know me and they, in fact, a couple of them now know each other,
> so I think this actually has been developing this little group that has done it and
> speak about it and feel like they can participate in something that's a library
> program.

Abel explained that a crucial benefit of the library programming at Durham

County Libraries is bringing patrons into the library "to increase the usage of the library's

collection… And especially for the Main Library, because it's not an especially appealing

building or place.  It's a way to get people back into the library, which is a goal of mine.

To keep people coming until we can get our new building remodeled."

*Challenges*

While the CWS and READ SMART collaborations have been highly successful,

both of the academic library staff said there were a few challenges associated with the

partnership. Coen Boote cited that budget cuts at the University Libraries demanded the

focus be placed on tuition paying students and there continues to be a discussion around

whether it is economically responsible for part of her position, which is provided through

state allocated funding, to be devoted to providing services at the public library.  Budget

cuts at the public library have also altered how the CWS is conducted.  Workshops used

to be offered outside of regular library hours allowing participants and instructors to have

full use of the library space, but funding is no longer available to pay a staff member to work outside the regular business hours and workshop are conducted when regular library patrons are present.

Fragola also mentioned challenges, including not being able to find an NCSU scholar to moderate for the first book they selected for their program, Jonathan Franzen's *Freedom*. She said, "I just couldn't find someone to talk about it. That was a learning experience for me." Luckily, the collaboration was undeterred by this initial setback. In fact, Ells said in her interviews that Fragola is "so charming that she's able to get some really great people to lead these discussions. You know, she hunts around and finds a person that's going to really bring something to the table."

A more serious challenge Fragola mentioned in her interviews is that,

the hard thing about collaborations is that sometimes it gets confusing for the consumer about whose program it is, especially if it's off site. And how do you make sure when you are collaborating that you are still getting credit for the program and that it's helping boost your reputation or your relationship with whomever is coming to the program. I think sometimes that's hard.

### *Limitations*

The first limitation of this study is the small amount of participants and potential lack of generalizable results. Though, it is actually larger in scope than most other studies of academic and public library collaborations that often only focus on one collaborative partnership. This study did attempt to compare several collaborative efforts, but the results still may not be generalizable to a greater audience.

Academic-public library collaborations are each so unique, that it is difficult, though probably not impossible to quantify the factors that make the collaboration successful and ensure that it is sustainable over time. To increase the generalizability of this study, one could conduct more interviews and/or use a standardized measure, like Mattesich and Monsey's *Measure of Successful Collaborations*, to create a survey to go along with the interviews. One could also expand the breadth of their study to include an entire state, though focusing on a specific region allows for a more focused and intricate purview of collaborations.

The second, and possibly even more important, limitation is that this study only presents examples of successful collaborations. Participants in this study were found based on current identifiable collaborations and their very existence means that they are at least moderately successful collaborations. In addition, this study only included participants that were willing to discuss their current collaborations. It is understandable that libraries and librarians would not be as open to discussing collaborations that are tenuous or have failed.

Throughout the course of the extensive literature review for this study, only one collaborative partnership was identified that expressed concern of failure. And, the report of this potentially failed collaboration was not part of a published study, but was discovered in the course of a presentation at the 2009 American Library Association conference, "Our Town, Common Ground: Academic Libraries' Collaboration with Public Libraries." The small amount of data available about library collaborations that have not worked makes it difficult to surmise a full picture of what it truly takes to make

a collaboration successful, since it is quite possible that some collaborations that have failed may have met the commonly prescribed standards of success, but still not worked.

*Discussion*

Despite the emphasis on establishing a formal agreement and recorded/formal vision and goals in the literature, the participants interviewed for this study were without both of these and had successful collaborations. Each librarian considered their library's mission statement, that includes serving the public and providing library users with the best resources possible, when forming their collaborations. They also had similar ideas about the goals of their collaborations as their counterparts. Both of these steps could be the reason a formalized agreement and set of goals was unnecessary. It may be too soon to tell if this will impact the READ SMART collaboration negatively, since it is only a year and a half into its collaboration, but the CWS has been a successful program now for seven years.

The collaborations allowed the libraries to achieve something they could not on their own by using the resources that each library has to create a synergistic effect. For example, in the READ SMART collaboration, NCSU provided funding to create outreach methods, like their READ SMART postcards and posters, and they provided the scholars, while Cameron Village has the population (the library sees 2,500 visits per day) and the welcoming space. The public libraries that work with the Community Workshop Series provide space, computers labs, patrons and user feedback, while UNC-CH provides handouts and eager instructors looking to gain practical experience in instruction delivery from their library science program.

These collaborations contained little of the concerned "elephant and mouse" relationship, where academic libraries overpower public libraries in the collaboration. It can be present at times, for Laura Micham of the Sallie Bingham Center at Duke University explained that library patrons and archival donors alike have expressed their disdain for Duke's substantial funding. But, as Micham further explains, "I do think that one thing that's important to note here is because Duke is so historically well-funded, we have felt a deep commitment to marshalling those resources towards collecting local and regional history." In the case of their collaboration with the North Carolina Collection at Durham County Libraries and all the other collaborations under the purview of this study, the public library is portrayed as an equal partner contributing their resources at hand to help create the synergistic effect that is collaboration.

Durham County Libraries (DCL), in fact, collaborated on a different project with Perkins Library at Duke University to bring Will Allen to the Triangle Area, a feat that costs upwards of $10,000. The academic libraries contributed the funding and the DCL coordinated the events, the locations and brought in a large audience. Joanne Abel, Humanities Coordinator at DCL explained,

> There was a *Triangle University Food Studies* program and they brought in Will Allen, who's this absolutely amazing food revolution guy and the money came from mostly Duke and little bit from Carolina. The first day was at Carolina, the second day was at Duke and we got Will Allen to come to one of the local schools and talk to 500 little kids. And then, we had a big program at night and that was a collaboration of the two libraries and the Universities. So there were maybe 450 people at that discussion.

It is important to note that some of the other expressed challenges about collaborations in previous studies beyond the "elephant and mouse" concerns also did not

ring true in this study. Collaborations saved libraries time and money overall, rather than creating a burden on either of the libraries. Many study participants instead remarked upon the collaboration's synergistic effects. Ells commented that each of them "bringing some strengths to the table has made it a better partnership all around than if either one of us was trying to do it individually."

### *Conclusion*

There are a myriad of reasons for forming an academic-public collaboration and a myriad of factors that contribute to making collaborations successful. Previous studies and this study found that securing managerial support, geographic proximity, and an idea of the community's wants/needs all contribute to a successful collaboration. This study has demonstrated that librarians seeking new collaborative partners should know what resources and expertise they can bring to the table and what further resources would be needed to make the collaboration a success. The study participants emphasized the importance of entering a new collaboration with a willingness to be flexible. It was not only important to pilot new ideas, but important to be willing to abandon them if they fail and move on to new ideas. Some factors, like funding, are difficult to fully rely upon and may require creative problem solving to address, but in a collaborative partnership more people will be available to create a solution.

Many of the collaboration came out of already established professional contacts within the field or created new professional relationships that not only served to create a successful collaboration, but also created the possibility for future collaborations and added a sense of enjoyment to the librarian's work. The collaborations re-energized the

work of the librarians and the vitality of the library itself.  In this economic climate,

libraries are being asked to find creative solutions to budget constraints and to prove their

importance within the communities they serve.  Collaborative partnerships are a way to

achieve both tasks, while providing new and innovative ways to serve library users.

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*Appendix A*

Interview/Telephone Questionnaire

Thank you for your interest in participating in my research study about *Creating and Sustaining Academic-Public Library Collaborations.* If we could start by you telling me your name, your position title and the name of the library where you work.

1.  Can you tell me about how your collaboration was formed?

    a.  Who is it with? How did your collaboration begin? What was the impetus?

    b.  Who or what has been instrumental in forming your collaboration?

    c.  Is there a formal agreement?

2.  What is the focus of your collaboration (provide examples for clarification of question, if necessary)? Does your collaboration/collaborative program have a title? If so, what is it?

3.  Does your collaboration have a stated vision and goals? If so, what are they?

4.  Do you believe your collaboration has accomplished the goals it set out to meet?

    a.  If so, what do you believe have been the most important factors that have helped your collaboration accomplish its goals?

    b.  If not, what do you think the reason is for this?

5.  What can you tell me about the community your library serves?

    a.  And, what can you tell me about the community your collaboration serves? (Does it differ?)

    b.  Do you think the community you serve has impacted your collaboration? If so, how?

6. Does the collaboration you participate in support your library's mission? Please explain in detail how it does or does not.

7. How long has your collaboration been in effect?  Were there any collaborations in the past between the two libraries?

8. How have you managed to sustain your collaboration?

9. How has your collaboration impacted your library/library staff/library patrons?

10. Do you have plans for future collaboration with your current collaborative partner and/or any other potential collaboration partners?

11. Is there anything else about your collaboration that you think is important for me to know?

Thank you for taking the time to participate in my study.

*Appendix B*

Recruitment email

Subject line: Seeking participants for a library science research study

My name is Kristan Shawgo and I am a second year graduate student of the School of Information and Library Science at the University of North Carolina at Chapel Hill. I am seeking participants for my research study, *Creating and Sustaining Academic-Public Library Collaborations*, being conducted for my master's paper. You are receiving this email because you have been identified as a library staff member who is currently participating in an academic-public library collaboration in North Carolina. Your email address was obtained from [*insert name of who it was obtained from*].

If you take part in this study, you would be interviewed for approximately one hour about the academic-public library collaboration you are participating in. The interview will be audiotaped (with your permission) and your name, position title and information you provide about the collaboration you take part in will be included in the final paper. Interviews may take place in-person (at a place that is convenient to your location) or over the phone/Skype, whichever is most convenient for you. The estimated total time for participation will be 1 to 1.5 hours.

If you are interested in participating or have any questions, please feel free to email me at shawgo@live.unc.edu or call me at [*cell phone number*] or [*home phone number*].

Sincerely, Kristan Shawgo

***Appendix C***

University and Library Mission Statements

University Mission Statements

*Triangle Research Libraries Network (TRLN)*

Members: NCSU, UNC, NCCU, and Duke

*TRLN Mission Statement:* The Triangle Research Libraries Network is a collaborative organization of Duke University, North Carolina Central University, North Carolina State University, and the University of North Carolina at Chapel Hill, the purpose of which is to marshal the financial, human, and information resources of their research libraries through cooperative efforts in order to create a rich and unparalleled knowledge environment that furthers the universities' teaching, research, and service missions.

Retrieved from: Triangle Research Libraries Network. *Memorandum of Understanding Concerning the Triangle Research Libraries Network.* http://www.trln.org/about/mou.htm

*North Carolina State University*

*University mission statement:*

As a research-extensive land-grant university, North Carolina State University is dedicated to excellent teaching, the creation and application of

knowledge, and engagement with public and private partners. By uniting our

strength in science and technology with a commitment to excellence in a

comprehensive range of disciplines, NC State promotes an integrated approach to

problem solving that transforms lives and provides leadership for social,

economic, and technological development across North Carolina and around the

world.

Retrieved from: North Carolina State University. University Planning and

Analysis. *North Carolina State University Mission Statement.*

http://www2.acs.ncsu.edu/upa/strategicplan/mission.htm

*Library Mission Statement:* The NCSU Libraries is the gateway to knowledge for

the NC State University community and partners. We define the leading edge of

information services and collections to support the university's mission and to

further knowledge in the world.

*Library Vision Statement:* The Libraries: NC State's competitive advantage.

Retrieved from: North Carolina State University Libraries. *Mission & Vision*

*Statements.* http://www.lib.ncsu.edu/aboutthelibraries/mission

*University of North Carolina at Chapel Hill*

*University Mission Statement:*

The University of North Carolina at Chapel Hill, the nation's first public

university, serves North Carolina, the United States and the world through

teaching, research and public service. We embrace an unwavering commitment to excellence as one of the world's great research universities.

Our mission is to serve as a center for research, scholarship and creativity and to teach a diverse community of undergraduate, graduate and professional students to become the next generation of leaders. Through the efforts of our exceptional faculty and staff, and with generous support from North Carolina's citizens, we invest our knowledge and resources to enhance access to learning and to foster the success and prosperity of each rising generation. We also extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State.

With lux, libertas — light and liberty — as its founding principles, the University has charted a bold course of leading change to improve society and to help solve the world's greatest problems. (Approved by the UNC Board of Governors, November 2009)

Retrieved from: University of North Carolina at Chapel Hill. *Mission.* http://www.unc.edu/about/mission

*Library Mission Statement:* The University Library supports inquiry and learning at the university and for the people of North Carolina. Library collections, services, staff, and facilities further the university's mission. The library provides

leadership in the development of scholarly communication systems and in the application of information technology to teaching, research and learning.

*Library Vision Statement:*

- Builds and preserves collections;

- Connects people with information and knowledge in and beyond the library's collections;

- Serves as an intellectual commons;

- Leads on campus and in the profession.

*Library "values":*

The staff and administration of the University Library:

- strive for excellence in fulfilling the library's mission;

- make user-centered decisions;

- invest proudly in employees;

- strive to create a diverse environment of respect and collaboration;

- encourage vision and innovation;

- exercise leadership;

- take intelligent risk;

- deploy advanced technologies;

- and maximize the capability of our resources.

Retrieved from: University of North Carolina at Chapel Hill. *University Library System-Administration.*

http://www.lib.unc.edu/aoffice/about/mission.html

*North Carolina Central University*

*University Mission Statement:*

North Carolina Central University is a comprehensive university offering programs at the baccalaureate, master's and selected professional levels. It is the nation's first public liberal arts institution founded for African-Americans. The university upholds a strong liberal arts tradition and a commitment to academic excellence in a diverse educational and cultural environment. It seeks to encourage intellectual productivity and to increase the academic and professional skills of its students and faculty.

The mission of the university is to prepare students academically and professionally to become leaders prepared to advance the consciousness of social responsibility in a diverse, global society. As the university continues to serve its traditional constituency of African- American students, it will also expand its commitment to meet the educational needs of a student body that is diverse in race and other socioeconomic qualities.

Teaching, supported by research, is the primary focus of the university. As a part of that focus, the university encourages its faculty to pursue intellectual development and rewards effective teaching and research. The university

recognizes the mutually reinforcing impact of scholarship and service on

effective teaching and learning. NCCU therefore encourages and expects faculty

and students to engage in scholarly, creative and service activities that benefit the

community.

Retrieved from: North Carolina Central University. *Mission.*

http://www.nccu.edu/discover/mission.cfm

*Library Mission Statement:* The mission of the libraries at North Carolina Central

University is to provide resources and services which support the University's

educational, research, cultural and public service objectives.  (Although changes

have occurred in the library environment with the appearance of new formats and

emerging technologies, traditional values of helpful, supportive, individualized

service remain firmly entrenched in the culture of the libraries at NCCU.)

Retrieved from: North Carolina Central University. *James E. Shepard Memorial*

*Library.* http://web.nccu.edu/shepardlibrary/about/index.html

*Duke University*

*University Mission Statement:*

Approved by the Duke University Board of Trustees October 1, 1994, and revised

February 23, 2001, the Mission Statement for Duke University reads as follows:

James B. Duke's founding Indenture of Duke University directed the

members of the University to 'provide real leadership in the educational world' by

choosing individuals of 'outstanding character, ability, and vision' to serve as its officers, trustees and faculty; by carefully selecting students of 'character, determination and application;' and by pursuing those areas of teaching and scholarship that would 'most help to develop our resources, increase our wisdom, and promote human happiness.'

To these ends, the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge and contribute boldly to the international community of scholarship; to promote an intellectual environment built on a commitment to free and open inquiry; to help those who suffer, cure disease, and promote health, through sophisticated medical research and thoughtful patient care; to provide wide ranging educational opportunities, on and beyond our campuses, for traditional students, active professionals and life-long learners using the power of information technologies; and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.

By pursuing these objectives with vision and integrity, Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all

who are associated with the University; to contribute in diverse ways to the local community, the state, the nation and the world; and to attain and maintain a place of real leadership in all that we do.

Retrieved from Duke University. "Mission Statement"

http://trustees.duke.edu/governing/mission.php

*Library Mission Statement:*

The Duke University Libraries are the shared center of the university's intellectual life, connecting people and ideas. The William R. Perkins Library and its seven branches, together with the University Archives and the separately administered libraries serving the schools of Business, Divinity, Law, and Medicine, comprise one of the nation's top ten private university library systems.

Mission

In active support of the mission of Duke University, we

- Provide a place for self-education and discovery

- Promote scholarship and good citizenship through information literacy

- Acquire, organize, preserve, and deliver information resources and assist users in their effective use

- Create a great library for a great university

Guided by this mission and the goals in our strategic plan, we actively seek to improve our collections, programs and services through assessment and

evaluation. See Assessment for library facts, assessment findings, reports, and examples of active projects.

*Library values:*

The <u>staff</u> is committed to the following values:

- Service to Duke University and the wider academic community
- A balance of tradition and innovation as we seek the best ways to deliver information to our users
- Collaboration and communication in meeting the challenges of our mission
- Integrity and mutual respect in all interactions, recognizing the importance of honesty, trust, tolerance, diversity, and humor

The staff is committed to the following workplace behaviors:

- Open communication
- Flexibility
- Integrity and trustworthiness
- Acknowledgement of individual contributions
- Recognition and valuing of differences

Retrieved from: Duke University Libraries. *Duke Libraries' Mission and Values*. http://library.duke.edu/about/mission.html

*Library vision statement:*

The Duke University Libraries will strengthen their role as an essential partner in research, teaching and scholarly communication. The Libraries will be known for providing access to world-class resources within and beyond their collections, in all formats, and at the point and place of need. The Libraries' physical spaces will encourage reflection, intellectual exploration and academic interaction. Working with others, the Libraries will be an innovative leader for the University community as scholarly communication systems are transformed. An expert, flexible and responsive staff will interact with faculty, staff and students at multiple points in their research, teaching, learning and publishing. As the University community assesses progress toward its strategic goals, it will note that the Libraries have played a major role in promoting excellence in teaching and scholarship, internationalization, interdisciplinarity and knowledge in the service of society.

Strategic Directions for 2010-2012

1. Improve the User Experience

2. Provide digital content, tools & services

3. Develop new research and teaching partnerships

4. Support University Priorities

5. Enhance Library Spaces

Retrieved from: Duke University Libraries. *Sharpening our Vision: Duke University Libraries' Strategic Plan for 2010-2012.* http://library.duke.edu/about/planning/2010-2012/

*Sallie Bingham Center for Women's History and Culture- a part of the David M. Rubenstein Rare Book & Manuscript Library collection*

Overview: The Sallie Bingham Center for Women's History and Culture in Duke University's Rubenstein Library acquires, preserves and makes available to a large population of researchers' published and unpublished materials that reflect the public and private lives of women, past and present.

Retrieved from: Duke University Libraries Sallie Bingham Center for Women's History and Culture. "About the Center." http://library.duke.edu/rubenstein/bingham/about.html

Public Library Mission Statements

*Chapel Hill Public Library*

*Library Mission Statement:*

The Chapel Hill Public Library, in recognition of the high service demands of a varied community of users, seeks:

- *To aid* the individual's pursuit of self-education and research, pleasure, and the creative use of leisure time, while employing the most efficient library technology available;

- *To serve* as a center of reliable, up-to-date information, endeavoring continually to identify and meet the general and informational needs of all the people of the community the library serves;

- *To support* educational, civic, cultural, and recreational activities of the community;

- *To promote* ease of access to the library, books, and other library materials in general, both locally and throughout the state;

- *To maintain* a pleasant environment in an atmosphere of helpfulness; and

- *To provide* library service in conformity with the Library Bill of Rights as adopted by the Council of the American Library Association.

Retrieved from: Chapel Hill Public Library. *Mission Statement.* http://chapelhillpubliclibrary.org/txp/?s=About+CHPL&c=10.+Mission+Statement

*Durham County Library*

*Library Mission Statement:* The first free, tax-supported library in North Carolina. The mission of the Durham County Library is to provide to the entire community books, services, and other resources that inform, inspire learning, cultivate understanding and excite the imagination.  We are committed to providing free and convenient access to all residents of Durham County.

Retrieved from: Durham County Library. *About Us.* http://www.durhamcountylibrary.org/about.php

*Orange County Public Libraries*

*Library Mission Statement:* Orange County Libraries exist to meet the recreational, educational, and informational reading needs of the citizens of Orange County through books and other library materials of general public interest.  The library serves as a center for reliable information and promotes the communication of ideas.  The library promotes an informed and enlightened citizenry and strives to strengthen the fabric of the community.

Retrieved from: Orange County. Library. *About us.* http://www.co.orange.nc.us/library/about.asp

*Wake County Public Libraries*

*Library mission:*

- **Who We Are:** The Wake County Public Library System consists of six regional libraries and 14 community libraries. We also operate a genealogy & local history library and a Bookmobile.

- **What We Do:** Our mission is to instill the love of reading and to foster the pursuit of knowledge for the residents of Wake County. Our staff is available to assist the public in locating information, conducting programs focused on reading and learning, answering specific reference questions and referring patrons to books and resources within our collection.

Retrieved from: Wake County Public Library. *Library Mission.*

http://www.wakegov.com/libraries/about/mission.htm

*Our Priorities:* To reach our mission we are guided by the following five priorities:

- Services to children

- Recreational reading

- Being a center of lifelong learning

- The library as community center

- Bridging the technology gap

Consistently rated as one of the best places to live and work in America, Wake County is home to a world-class library system committed to providing excellent service to its customers.

Retrieved from: Wake County Public Library. *About our Libraries.*

http://www.wakegov.com/libraries/about/default.htm