

CHAPTER 12

Interlacing Workflows and Untangling Knots: How Acquisitions and Course Reserves Intersect

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INTRODUCTION

Using the University of Maryland (UMD) Libraries as a case study, this chapter explores the ways in which acquisitions and course reserves intersect and describes how these units can develop a stronger partnership and open lines of communication in order to achieve improved operations and customer service in both areas. The authors present four collaborative initiatives undertaken in the past three years, each of which helped the UMD Libraries to reach new levels of service, quality, and/or efficiency.

The University of Maryland, College Park, is the state's flagship public research university. It serves more than 37,000 students (26,500 of which are undergraduates) in 250 academic programs across fourteen colleges and schools. The UMD Libraries include seven libraries on the main campus, a nearby high-density storage facility, and a library at the Shady Grove campus in Rockville, Maryland. Currently, the UMD Libraries supports a collection of 4.6 million volumes, with e-books comprising almost half of the collection.

The acquisition of material for the collection is shared between the Collection Development Department and the Acquisitions Unit, both of which are in the Libraries' Collection Strategies and Services Division (see figure 12.1). Liaison librarians and other librarians with collection funds are responsible for the selection of material, and acquisitions staff members are responsible for purchasing the material

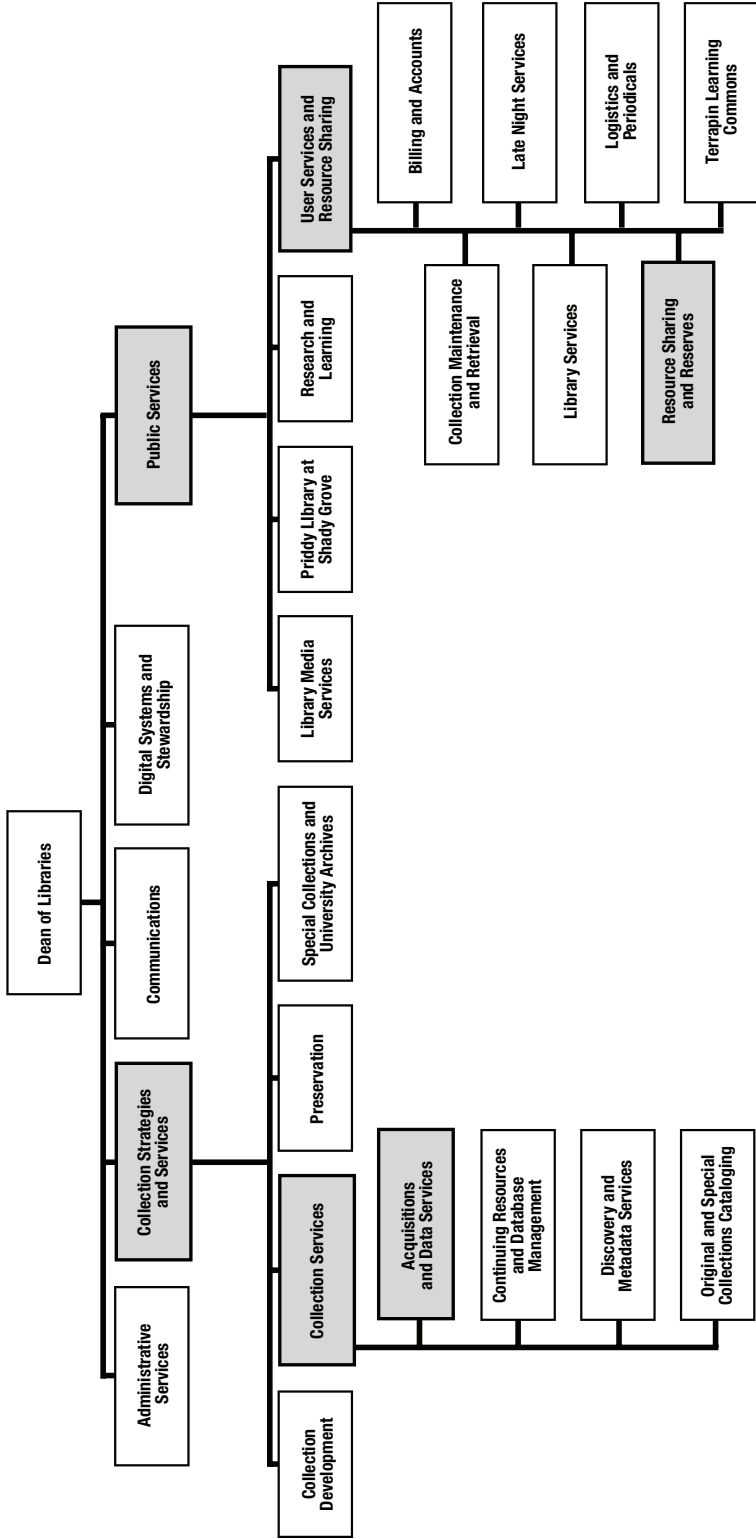


Figure 12.1 UMD Libraries' organizational chart featuring Acquisitions and Reserves.

selected by those librarians. Acquisitions is one of four units in a larger Collection Services Department that manages the purchasing and discovery of all materials across the UMD Libraries. The Acquisitions Unit itself has two teams, the Business Team, which focuses on processing invoice payments, and the Ordering Team, which places orders for onetime-purchase resources. Order requests are submitted either electronically through our book vendor or by a material request form that is printed and signed. Staff members then enter these order requests into the library catalog and send the orders to the appropriate vendors. When material arrives, the Acquisitions Unit processes the shipment by receiving the material into the library catalog, which closes the order.

Course reserves is a suite of services designed to provide students with free and easy access to required readings and other course materials that they need to prepare for lectures, classroom discussions, and exams. The UMD Libraries provides both hard copy reserves (print books, videos, and other items that are borrowed from a library service desk or kiosk) and electronic reserves (scanned or born-digital readings available for online viewing in the university's learning management system, ELMS). Traditionally, items are placed on reserve at an instructor's request; thus, reserves staff partner with instructors to serve students in specific classes. For many years these services have been supported by two or three employees for whom reserves is a primary, but not exclusive, job responsibility, and these individuals have belonged to various units within the User Services and Resource Sharing Department in the Public Services Division of the Libraries. The popularity of course reserves has ebbed and flowed over the past 10 years; it currently provides approximately 5,500 items to 450 courses taught by more than 300 instructors.

Reserves staff have always purchased a relatively small number of print books via Acquisitions, but until recently, there was not much interaction between the two units beyond the occasional order. Organizational and staffing changes in both the Public Services and the Collection Strategies and Services divisions came to a head in mid-2015, creating an atmosphere that fostered greater collaboration between the two units. For the former, change was driven by the reorganization of the User Services and Resource Sharing Department, most notably the merger of interlibrary loan (ILL) and course reserves under the head of Resource Sharing and Reserves; for

the latter, change was driven by the naming of a new head of Collection Development and the hiring of an electronic resources librarian in Acquisitions.

ORDERING BOOKS FOR COURSE RESERVES

Like most academic libraries, the UMD Libraries usually limits items placed on reserve to materials owned by the library or the instructor. Although the Interlibrary Loan Code for the United States does not prohibit placing materials borrowed through ILL on reserve, its explanatory supplement does require permission for such irregular use to be sought by the requesting library in advance,¹ and some consortial borrowing agreements expressly prohibit putting other members' materials on reserve. As a result of such policies, course reserves is highly dependent on the local library's collection, and since instructors often wait until the last minute to submit requests, an efficient workflow for rush-ordering print books and other materials through acquisitions is paramount. Likewise, it is important to maintain an open channel of communication between the two units so that both parties can seek clarification and/or updates related to these rush orders as needed.

Before academic year 2015–2016, rush orders for course reserves at the UMD Libraries were placed using the same hard copy material request form used by the liaison librarians with collection development responsibilities. For reserves staff, placing orders involved copying and pasting data from another library system into corresponding fields in the pdf form, manually completing 12 additional fields, and physically bringing the signed paper form to another floor of the library building (or sending it through interdepartmental mail). Ares, Atlas Systems' course reserves management system, which has been used at the UMD Libraries since 2008, has a Route to Acquisitions function for quickly generating orders, but this workflow had not been set up due to lack of familiarity with making system customizations (in the Circulation/Reserves Unit) and concerns over the acceptability of an electronic signature (in the Acquisitions Unit). Following the merger of course reserves and ILL in September 2015, a renewed interest in Ares customization led to the rediscovery of this feature and desire for

immediate implementation. Our hope was to realize time savings for staff in both units, thereby making required and recommended readings available to students sooner.

The Route to Acquisitions button in Ares imports desired data from the item form into a customizable email template, which reserves staff can edit before sending; the email is recorded as part of the item's history, and the item record moves to a dedicated queue until the book arrives. When setting up this workflow, reserves staff consulted with their counterparts in Acquisitions to ensure that the email template matched both their needs and the state auditor's specifications. All of the bibliographic information auto-populates from the Ares item form through the use of tags in the email template, while invariable ordering information such as the type of purchase, fund code, and selector's signature are hard-coded. The email is sent to a reflector comprising all members of the Acquisitions Ordering Team, eliminating delivery delays and ensuring that the rush order receives immediate attention regardless of who is in or out of the office. Communications about orders do not end when an order is placed, so shortly after implementing Route to Acquisitions, we created an Update Order email template that allows reserves staff to change (or check on) an existing order. This email contains information about the original order, but it has a very distinctive subject line and body so that acquisitions staff cannot mistake it for a new order. Including the Ares item ID on both this email and the original order saves time when acquisitions staff need to provide an update to, or ask for more information from, reserves staff.

Generating the order form and delivering it to Acquisitions now takes mere seconds, as opposed to the old method's average of five minutes. As a result, the new rush-ordering workflow saves approximately 11 hours of staff labor per year. More importantly, newly ordered books are available to students significantly sooner. The average turnaround time for print books ordered for reserves decreased from 33 days in fiscal year 2014–2015 to 21 days in fiscal year 2016–2017 (see table 12.1). The majority (two-thirds) of the turnaround time savings occurred between when the instructor submitted the request and when reserves staff sent the order to Acquisitions. As the authors later discovered, reserves staff disliked performing the slow, repetitive task of completing the pdf form, which led them to put off this task until all others were completed or too many requests had accumulated to ignore. This

TABLE 12.1 Volume and Turnaround Time for Ordering Print Books for Course Reserves, July 2013 Through June 2017

Fiscal Year	Number of Print Books Ordered	Average Time (Days) From Item Submitted to Ordered	Average Time (Days) From Item Ordered to Available	Average Time (Days) From Item Submitted to Available
FY 2014	127	14	16	30
FY 2015	126	16	17	33
FY 2016	143	9	15	24
FY 2017	103	8	13	21

procrastination lasted on average for 12 days, which is astonishing given the urgent nature of these requests. It also prolonged the ordering process for acquisitions staff, as it takes longer to work through a large batch of rush orders than to process individual rush orders received on a rolling basis. There is an extremely important lesson to be learned here: whatever system a library uses to manage course reserves, it is in the users' best interest to seek technological solutions to streamline the rush-ordering process for reserves. Writing a script to transfer information from a reserves database/system into an electronic order form, for example, could accomplish the same goal.

DEVELOPING A TEXTBOOK RESERVES PROGRAM

In 2014, circulation/reserves and acquisitions staff partnered to launch a new enrollment-based textbook reserves program to help relieve the burden of high textbook costs on students.² This program grew organically from an active campus dialogue on textbook affordability, one in which members of the Student Government Association and the UMD Libraries frequently participated.³ In response to these conversations, and in the hope of meeting this emerging student need, the associate dean of Public Services, associate dean for Collection Strategies and Services, and dean of Libraries decided to pilot an enrollment-based textbook reserves program for the 2014–2015 academic year using \$15,000 of unrestricted gift funds. Individuals with the necessary expertise to start this program were identified, and an ad hoc group including the head of Acquisitions, Ordering Team leader,

and Circulation/Reserves coordinator was formed. This group decided to limit the pilot to the university's 50 largest courses based on the amount of gift funds available. The premise of "Top 50 Textbooks on Reserve" worked with the Libraries' limited budget, while also creating a cohesive, high-impact program that could be easily advertised to students and other stakeholders.

This program goes well beyond the service level of traditional, instructor-initiated course reserves, which provides ready access to required and recommended readings to students only after a faculty member submits a request. Now the UMD Libraries is proactively identifying, purchasing, and making available textbooks for the largest courses on campus with little to no faculty involvement. Since textbooks are not usually acquired as part of the Libraries' general collection, acquisitions staff needed to be an equal partner in this new reserves program.⁴ Performing textbook identification, purchasing copies at the university bookstore, and ordering copies from other vendors (as needed) became the purview of acquisitions and other collection strategies and services staff, while processing the textbooks and promoting the program fell to reserves staff. Unfortunately, the program's first iteration was unsuccessful due to long delays in making the textbooks available to students and subsequent low use of these materials. It soon became apparent that textbooks must be available by the first day of class (or shortly thereafter) in order for students to actively use them; and to meet this deadline, a strict timeline for executing tasks, clear selection criteria for identifying materials, a dedicated program lead to monitor the group's progress, and greater communication among members were needed. These issues were all addressed in the second year of the program, resulting in the percentage of Top Textbooks available by the start of the semester increasing from 0% in fall 2014 to 95% in spring 2016 and a nearly 10-fold increase in circulation.⁵

Following a successful fundraising campaign on the university's crowdfunding platform, the Textbook Reserves group was tasked with expanding the program from 50 to 100 of the university's largest courses for the next academic year. Doubling the size of the program within the constraints of the seven-week timeline for making the books available (which is dictated by the relatively late registration dates for underclassmen) posed a significant challenge. To accommodate the expansion, the

Acquisitions and Resource Sharing and Reserves units both assigned student assistants to help with performing tasks that did not scale particularly well, and efficiency-improving technologies were employed to expedite repetitive tasks wherever possible (e.g., using mail merge to generate email notifications for instructors and macros to add data into the reserves management and integrated library systems). Adding more members, including hourly student employees, with varying schedules and different supervisors did raise some additional difficulties related to communication and tracking of work, but these issues were effectively resolved by implementing Basecamp, a proprietary project management software. With Basecamp tasks can be assigned to individuals with specific due dates, automatic reminders are issued via email, tasks can be discussed within the platform (with email alerts sent as needed), and eventually the tasks can be marked complete. Despite some unexpected obstacles (e.g., maxing out the limit on the Ordering Team leader's purchase card when attempting to purchase twice as many books as the previous semester), the expansion of the program was successful: in fall 2016, 93% of the Top Textbooks were made available by the first day of class, and for the first time in the program, 100% of the textbooks were available by the end of the first week.⁶ This accomplishment is a testament to the greatly improved collaboration between the Resource Sharing and Reserves and Acquisitions units.

After a lackluster performance during its first year, workflow refinements, increased promotion, and expanded scope greatly improved the program's usage, resulting in an exponential increase in circulation.⁷ As table 12.2 displays, the number of loans increased from 35 in the first semester to 3,231 in the sixth semester (a 9,131% increase), while the number of unique borrowers per semester increased from 11 to 1,031 (a 9,273% increase). As a result of this increase in usage, the average circulation of Top Textbooks on Reserve now exceeds that of other library collections. With an average of 14.3 loans per item for fiscal year 2017, the Top Textbooks surpass instructor-initiated reserves materials (5.5), books in the popular reading collection (1.2), and items in the general collection (0.1). Return on investment (ROI) for this program can be calculated using potential savings to the student body as gain from investment. If every unique borrower was able to avoid purchasing the textbook they borrowed thanks to the program, the UMD Libraries would have helped students collectively

TABLE 12.2 Circulation Data for the First Three Years of the Top Textbooks on Reserve Program*

Semester	Number of Items	Number of Loans	Unique Borrowers	Average Number of Loans Per Item	Percentage of Zero Use Items (%)
Fall 2014	49	35	11	1	88
Spring 2015	104	214	84	2	67
Fall 2015	126	1,183	357	9	44
Spring 2016	141	1,194	411	8	35
Fall 2016	216	3,186	980	16	25
Spring 2017	253	3,231	1,031	13	30

*This table is reprinted from Hilary H. Thompson and Jennifer E. M. Cotton's 2017 article "Top Textbooks on Reserve: Creating, Promoting, and Assessing a Program to Help Meet Students' Need for Affordable Textbooks" in the *Journal of Access Services* by permission of Taylor & Francis LLC. It has been updated to reflect complete circulation data for the fall 2016 and spring 2017 semesters.

save \$438,221.28, yielding an ROI of 1,015% given that approximately \$39,300 was spent on textbook purchases and labor over the past three years. Due to the high circulation and ROI, the UMD Libraries plans to continue offering this program for the foreseeable future while also expanding its textbook affordability efforts to include supporting instructors in adopting open educational resources (OERs) in lieu of traditional textbooks. Partnering with the university bookstore would aid both efforts, especially in terms of improving the efficiency of textbook identification and tracking faculty adoption of open textbooks. Building a better working relationship in order to pursue joint initiatives related to faculty textbook adoptions is one of Resource Sharing and Reserves' goals for academic year 2017–2018.⁸

VETTING AND PURCHASING E-BOOKS FOR ELECTRONIC RESERVES

In 2013 the UMD Libraries began to investigate e-preferred purchasing and demand-driven acquisition (DDA) programs. With the need to create more study and active learning spaces for students and a construction project to expand the physical building of the main library not feasible, staff responsible for collection management realized

other methods were needed to control shelf space while continuing to add new material to the collection. This recognition, combined with the increasing demand for materials to be available electronically for online classes or those away from campus, made the decision to move to e-preferred purchasing easy. Liaison librarians were notified of this change, and book approval plans were adjusted to default to the electronic format. Yet changing to e-preferred purchasing was not as simple as changing a setting. Other ramifications needed to be considered, including the impacts on the collections budget, staff workflow, and lending to other institutions in our consortia. At the time, the effects on resource sharing were considered less important than the needs of the UMD Libraries itself, so the impacts on the collections budget and staff workflow were weighed more carefully.

The pricing model for e-books makes it possible to select a title based on the potential demand for access balanced against the limited funds in the collections budget. After reviewing the use of the print collection and calculating the projected cost of each pricing model, the decision was made to set the purchase default to the one simultaneous user pricing model. This decision mirrored the traditional purchasing practice of print books. The move to e-preferred purchasing, however, changed the traditional workflow of the acquisitions staff. Staff members were accustomed to receiving and processing physical materials, but e-books are delivered automatically. With the move to e-preferred, it was possible to set up seamless electronic communication between the library catalog, the book vendor, and the link resolver vendor. Orders flow via electronic data interchange (EDI) between the library catalog and the book vendor, between the book vendor and the link resolver, and back. The amount of physical material handled by acquisitions staff on a daily basis substantially decreased, so the material-receiving process was adapted to ensure that e-book orders were filled and made available to users.

The change to e-preferred purchasing affected course reserves too. The growing e-book collection at the UMD Libraries means that the only version of a book we own or to which we provide access may be online and possibly limited, but the Libraries' discovery tool (WorldCat Discovery) and many e-book platforms do not advertise these restrictions. The one simultaneous user model severely restricts electronic access, and unlike with print books, reserves staff cannot control the

length of time that a single user may use this content, making a limited user e-book not suitable for e-reserves. License restrictions also created barriers that limit the usefulness of e-books in a course reserves setting. Around the same time the move to e-preferred purchasing was made, some instructors began expressing a preference for e-books, especially for blended or online-only classes. Reserves staff started receiving occasional requests to purchase new e-books, but they did not know how to handle them. As a result, these requests languished while awaiting consultation from the supervisor.

The inspiration for change occurred when the electronic resources librarian led a workshop on discovering, accessing, and troubleshooting e-books as part of the User Services and Resource Sharing Department's annual training program in the summer of 2015. The head of Resource Sharing, who was preparing to assume oversight of course reserves, learned about the frequency of limited user e-books and raised questions about using these items for reserves, and it was discovered that reserves staff were posting links to e-books within the course reserves module of ELMS without any consideration of whether they were suitable for e-reserves. They were following the same practice for posting links to articles found in e-journals and databases, which generally do not require vetting.⁹ Together, the two librarians decided to establish a new workflow to determine the number of simultaneous users permitted before posting links to e-books within ELMS and for purchasing new e-books as needed, with the goal of eliminating the use of limited user e-books for reserves.

During the fall of 2015, the head of Resource Sharing and Reserves and the electronic resources librarian met to discuss the use of e-books in course reserves. From that meeting, they established a workflow for reserves staff to vet the status of an e-book with Acquisitions. The head of Resource Sharing and Reserves created an email template in Ares so that reserves staff could ask Acquisitions about e-books, and the electronic resources librarian created a reflector to receive these emails. The reflector included the electronic resources librarian, the electronic resources graduate assistant, and two members of the Acquisitions Ordering Team, all of whom were trained to respond to these questions. The email asked the acquisitions staff to advise on how many users can access the e-book at one time and if access for unlimited simultaneous users could be purchased (if not already

available). The email also asked for information on license restrictions regulating its use. Acquisitions staff then researched the e-book and replied via email with the findings. In the event purchase was needed, the head of Resource Sharing and Reserves also created an email template for ordering e-books, a modified version of the pdf electronic resource form that functions like the aforementioned email template for ordering print books for reserves. As a pilot, the two units started using both email templates in December 2015 for e-books requested for the spring 2016 semester.

The pilot was evaluated in summer 2016 to assess its effectiveness. The workflow was found to be beneficial, but slower than necessary. At the suggestion of the Acquisitions Unit, it was revised to empower reserves staff to look up much of this information themselves, thereby minimizing delays that occurred while the two units corresponded via email. Reserves staff members now check an e-book overview chart, initially created by Collection Development, which lists e-book specifications by provider. If the number of simultaneous users for a particular provider varies according to this chart, they use the GOBI add-on in Ares to determine the number of users for that title. Only in cases in which the e-book was not purchased through GOBI or terminology in GOBI describing the use model is unclear do they email Acquisitions for more information. The revised workflow was implemented in August 2016 for the fall semester.

One year later it is clear that vetting e-books improved online access for students. Specifically, it increased the percentage of e-books on reserve with unlimited simultaneous users from 33% in 2013–2014, the academic year before vetting began, to 79% in 2016–2017, the first academic year in which e-books were vetted in all semesters (see table 12.3). Because vetting revealed limited versions and because of the clear workflow for ordering e-books not already in the UMD Libraries' collection, the number of e-books purchased for course reserves grew from a single e-book in academic year 2013–2014 to 30 titles in academic year 2016–2017. The vetting process did not, however, eliminate limited e-books from ELMS. While the number was substantially reduced, some limited e-books were still posted, sometimes due to staff error (33%) but more often due to cloning of unvetted content from a prior course to a new one in Ares (67%).¹⁰ Not addressing cloning as part of the e-book vetting workflow was a significant oversight,

TABLE 12.3 Volume, User Models, and Purchasing of E-Books on Course Reserves, July 2013 Through June 2017

Academic Year	Number of E-Books Placed on Reserve	Number of E-Books Placed on Reserve With Unlimited Simultaneous Users	Percentage of E-Books on Reserve With Unlimited Simultaneous Users (%)	Number of E-Books Ordered for Course Reserves	Percentage of Books Ordered for Reserves That Are E-Books (%)
AY 2014	41	21	51	1	1
AY 2015	94	31	33	0	0
AY 2016	88	50	57	9	5
AY 2017	73	58	79	30	17

but one that was easy to address. This data analysis recently led to two additional changes: first, creating an e-book-specific request form for instructors in ELMS and a routing rule that moves these requests to the new Awaiting E-book Vetting/Purchase queue so that staff remember to handle these differently from other e-reserves requests, and second, tagging limited user e-books used in prior courses so that any cloned items will move to this same queue, rather than automatically posting the existing link to a limited e-book to ELMS. If any of these e-books are requested by an instructor again, the purchase of unlimited simultaneous user versions will be pursued.¹¹

REPORTING E-RESOURCE PROBLEMS

The most recent joint initiative undertaken by these two units is building problem reporting for e-resources into the course reserves workflow. The Acquisitions Help Desk Team investigates and resolves problems related to e-resources and serials that are reported by Libraries staff and users. This team is comprised of staff members from Acquisitions and Continuing Resources, two units within the larger Collection Services Department. Problem reports come to libacqhelp@umd.edu by library staff. These reporting methods all generate tickets in SysAid, the trouble ticketing system used by several departments in the UMD Libraries, where they are assigned to acquisitions and continuing resources staff for resolution.¹²

In December 2016, the head of Resource Sharing and Reserves created an e-resource problem report email template in Ares that imports citation information from the Ares item and sends an email to the acquisitions help desk reflector, thereby creating a ticket in SysAid. This workflow was inspired by and mimics what resource sharing and reserves staff use for reporting e-resource problems while processing ILL requests in ILLiad. Rather than drafting an email or manually completing an online form, resource sharing and reserves staff can report the problem without leaving the ILLiad or Ares client; this process involves a mere click of a button followed by minimal typing—namely, to describe the problem encountered. These emails include ILLiad transaction numbers and Ares item IDs to ensure that the ILL request/reserves item in question can be located quickly once a member of the Acquisitions Help Desk Team replies.

Reserves staff have generated two e-resource problem reports from Ares since its creation, one reporting a link directing to the wrong e-book and one for a broken link to an e-journal article. Both tickets were resolved by the Acquisitions Help Desk Team within two hours, and appropriate action was taken in Ares shortly thereafter. Though reserves staff encounter fewer e-resource problems than their ILL counterparts (who generated 43 problem reports in the same period), having this workflow in place ensures that e-resource problems are reported and resolved in a timely and efficient manner so that content required for class can be made available to students as quickly as possible. Recent retraining efforts for resource sharing and reserves staff related to problem reporting should improve both the quality and quantity of e-resource problem tickets sent to the Acquisitions Help Desk going forward.

BENEFITS AND CHALLENGES OF COLLABORATING

Our experience expanding collaboration between the Acquisitions and Resource Sharing and Reserves units at the UMD Libraries reveals both the benefits and challenges of interdepartmental collaboration. Each undertaking was unique and involved a different combination of staff members from within the two units, but common themes related to the ups and downs of partnering with another work group emerged.

The most obvious benefits to collaborating are achieving improved efficiency and customer service. Collaboration enabled us to improve and expand the number of services offered under the umbrella of course reserves without expanding the Libraries' workforce; in other words, it allowed us to make more items available to students sooner and with fewer barriers to access with no additional staffing costs. Noteworthy results from the aforementioned initiatives include reducing the turnaround time for books ordered for course reserves by 12 days, building a textbook collection whose average circulation is nearly three times that of instructor-initiated reserves, and substantially reducing the posting of limited user e-books to the university's learning management system—all of which have likely contributed to the increase in the average use of items placed on reserve over the past three years (see figure 12.2). These achievements were obtained by leveraging individual expertise to resolve problems, allocating new duties to align with existing ones, and, perhaps most importantly, by partnering with fellow workflow experts.

Both acquisitions and course reserves are centered around production-oriented activities: moving items or requests through a

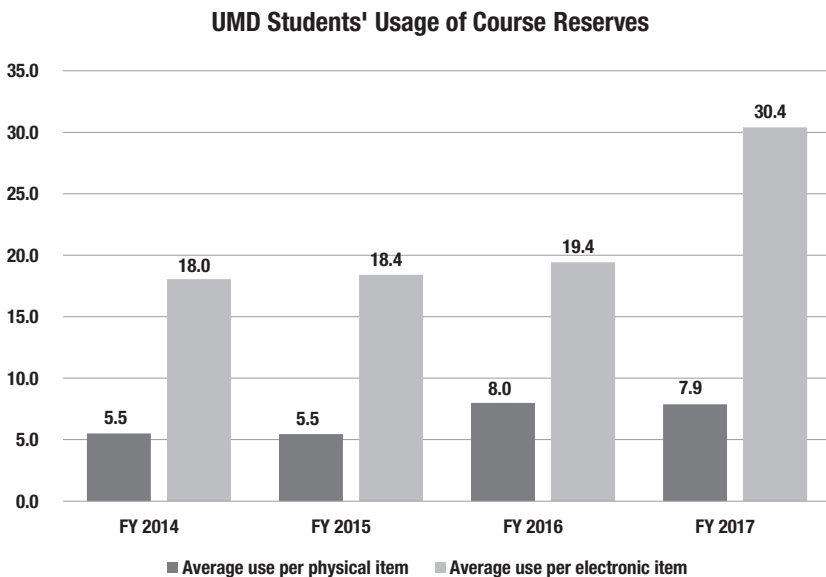


Figure 12.2 UMD students' usage of course reserves, July 2013 through June 2017.

specific workflow or series of workflows where multiple actions are performed, often by different people, with the ultimate goal of getting them from point A to point Z as quickly and accurately as possible. As such, efficiency should be a shared value for both units, creating fertile ground for collaboration and mutual support for ongoing process refinement.¹³ When two efficiency-minded units collaborate, members of one unit may be able to recognize inefficiencies that have been overlooked by the other. Even in forward-thinking workplaces, employees can fall into the trap of believing that a task must be done in a particular way because it has always been done that way (or because presumed system limitations will not permit anything else). Fresh eyes can bring new insight, and simple questions can spark reconsideration of the status quo. Such was the case when the Acquisitions Unit suggested that reserves staff begin looking up the number of simultaneous users for e-books in GOBI themselves rather than sending an email. This suggestion led to the discovery that there was an Ares add-on for GOBI that enabled reserves staff to look up these items without leaving the client. Additional training for reserves staff was required, but the end result was time savings for both units and the customer.

The manifold benefits of collaborating do not necessarily make partnership easy. Cross-department communication can be fraught with minor obstacles and frustrations. Two units may use different language or terms that have to be explained to other staff members; schedules may not align when determining the best time to hold meetings or move forward on a project; and each unit may have differing expectations regarding the use of communication tools, such as email and organizational calendars. Supervisors and project leads should always be on the lookout for emerging communication problems and proactive about resolving them. Two excellent examples of turning a communication failure into a communication success are implementing Basecamp for managing the Top Textbooks program and creating the Update Order email in Ares in response to an incident when a reserves specialist tried to use the Place Order email to modify an existing order, thereby generating a duplicate order and creating confusion for the Acquisitions Ordering Team. When undertaking a new shared project, we recommend taking the time to develop expectations for communication at the onset, then revisiting and revising throughout the life of the project or partnership as needed.

Information silos represent another significant barrier to cross-departmental collaboration. Mechanisms will need to be developed for sharing information such as the number of simultaneous e-book users and licensing terms. Breaking down these silos can be a challenge but, if successful, can transform a barrier into a benefit by building channels for sharing information and developing more knowledgeable, well-rounded library staff. For instance, knowing more about e-books and their various user models enables reserves staff not only to provide more reliable e-reserves but also to help users encountering problems accessing e-books during their shifts at the library service desk and while covering the Ask Us! chat service. Likewise, consulting reserves staff on collection development decisions brings to light potential issues meriting consideration. Together with flexibility, this willingness to learn is essential for collaborative projects to succeed. Fortunately, the staff in both our units were very open to learning from one another and embraced the inherent change that stems from greater cooperation and workflow integration.

CONCLUSION

The rapport between Reserves and Acquisitions today is very different from what it was in 2014. Collaborating on these four initiatives has strengthened relatively weak, preexisting ties into a robust working relationship. Interlacing workflows and partnering to untangle knots greatly increased the intersections of the two units, and this interdependence has continued even after the initial projects were completed. Reserves staff members cannot post e-books, order hard copy items, or provide textbooks without the aid of Acquisitions, and we work together to resolve problems related to e-books and other e-resources for our users. The result is not only the better execution of existing tasks and services; working together has also inspired new ideas for future partnerships. For instance, the authors are interested in embarking on a joint endeavor to promote best practices for posting content to ELMS via liaison librarians and the university's learning technologies staff. Another possibility is exploring the expansion of the Top Textbooks program to include unlimited simultaneous e-books where availability permits. The iterative nature of the

joint projects undertaken by Acquisitions and Resource Sharing and Reserves means that our units will continue to revisit and refine these initiatives over time. Though challenges to collaborating do exist, they are far outweighed by the benefits, and we the authors look forward to expanding the partnerships between our more closely knit units going forward.

NOTES

1. Course reserves is specifically mentioned under Section 4.4, Special Requirements. American Library Association, and Reference & User Services Association, 2016, *Interlibrary Loan Code for the United States Explanatory Supplement*, <http://www.ala.org/rusa/resources/guidelines/interlibraryloancode>.
2. This section is adapted from a journal article written by one of the chapter's co-authors on the same subject, reprinted by permission of Taylor & Francis LLC: Hilary H. Thompson and Jennifer E. M. Cotton, "Top Textbooks on Reserve: Creating, Promoting, and Assessing a Program to Help Meet Students' Need for Affordable Textbooks," *Journal of Access Services* 14, no. 2 (2017): 53–67, <https://doi.org/10.1080/15367967.2016.1257916>.
3. For more information on how the idea for this program developed, see Thompson and Cotton, "Top Textbooks on Reserve," 53–54.
4. For example, only 11% of the Top Textbooks in academic year 2016–2017 came from the general collection, and 34% were newly purchased (the remaining 55% were purchased for Top Textbooks in a previous semester). The prevalence of specifically purchased material presents quite a contrast to traditional hard copy reserves, where 91% came from the general collection and only 5% were newly purchased (the remaining 4% were instructors' personal copies).
5. Thompson and Cotton, "Top Textbooks on Reserve," 61.
6. *Ibid.*
7. The assessment numbers that follow build upon those found in Thompson and Cotton's article, but they have been updated to reflect complete data for the entire 2016–2017 academic year.
8. Despite initial hopes of working closely with the bookstore to identify and order Top Textbooks, the bookstore's current involvement is

limited to serving as our primary vendor for obtaining these materials. For more information on our first failed attempt to partner with the bookstore, see Thompson and Cotton, “Top Textbooks on Reserve,” 56. Recently, new overtures have been made related to sharing data on faculty adoptions, collaborating to increase faculty adoptions submitted to the bookstore, and customizing the faculty adoption form to reflect use of open textbooks and library licensed e-resources. Time will tell if this collaboration proves successful.

9. Reserves staff do need to be aware of licenses that prohibit deep linking from within a learning management system, such as the restrictions imposed by Harvard Business Publishing, but limited access to e-journal content is not normally an issue.
10. The cloning functionality in Ares allows reserves staff to batch copy items from a prior or current course to a new course, and the system posts cloned items for e-reserves to ELMS automatically without review by reserves staff. While this functionality is very beneficial, it may result in lingering inconsistencies following a substantial change in policy or procedure.
11. As a result of these workflow modifications, 100% of the e-books placed on reserve in fall 2017 permitted unlimited simultaneous users, thus achieving the original goal set by the authors in December 2015.
12. For more information about how SysAid is used by the Acquisitions Help Desk at the UMD Libraries and the types of problems reported, see Rebecca Kemp Goldfinger and Mark Hemhauser, “Looking for Trouble (Tickets): A Content Analysis of University of Maryland, College Park E-Resource Access Problem Reports,” *Serials Review* 42, no. 2 (2016): 84–97, <https://doi.org/10.1080/00987913.2016.1179706>.
13. Alternately, should this value not be shared by one of the two units in a particular organization, collaborating may encourage respect for efficiency to develop in the other unit.