

# **Exploring Milwaukee Public Library Partnership Opportunities**

Prepared for the Milwaukee Public Library

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## **Foreword**

This report is the result of collaboration between the Robert M. La Follette School of Public Affairs at the University of Wisconsin–Madison, and the Budget and Management Division of the City of Milwaukee’s Department of Administration. Our objective is to provide graduate students at La Follette the opportunity to improve their policy analysis skills while contributing to the capacity of the city government to provide public services to the residents of Milwaukee.

The La Follette School offers a two-year graduate program leading to a master’s degree in public affairs. Students study policy analysis and public management, and they can choose to pursue a concentration in a policy focus area. They spend the first year and a half of the program taking courses in which they develop the expertise needed to analyze public policies.

The authors of this report are all in their last semester of their degree program and are enrolled in Public Affairs 869 Workshop in Public Affairs. Although acquiring a set of policy analysis skills is important, there is no substitute for doing policy analysis as a means of learning policy analysis. Public Affairs 869 gives graduate students that opportunity.

This year the students in the workshop were divided into six teams, three under my supervision and three supervised by my La Follette School colleague Professor Karen Holden. The Milwaukee-related research topics were solicited from various city government departments by Eric Pearson, Budget and Policy Manager in the Division of Budget and Management. The authors of this report were assigned to work on a research project on library partnerships for the Milwaukee Public Library.

With the growth of the internet, the traditional role of libraries is changing. The authors of this report explore alternative ways that the Milwaukee Public Library system can adapt to the changing environment by establishing partnerships with academic libraries, at Marquette University, the University of Wisconsin-Milwaukee, and the Milwaukee Area Technical College.

This report would not have been possible without the support and encouragement of city Budget Director Mark Nicolini and project coordinator Eric Pearson. Other people at the Milwaukee Public Library and at Milwaukee’s academic libraries contributed to the success of the report. Their names are listed in the acknowledgements section of the report.

The report also benefited greatly from the support of the staff of the La Follette School. Cindy Manthe contributed logistic support, and Karen FASTER, the La Follette Publications Director, managed production of the final bound document.

By involving La Follette students in the tough issues confronting city government in Milwaukee, I hope they not only have learned a great deal about doing policy analysis but have gained an appreciation of the complexities and challenges facing city governments in Wisconsin and elsewhere. I also hope that this report will contribute to efforts by the Milwaukee Public Library to foster productive partnerships with the area's academic libraries.

Andrew Reschovsky  
May 2011  
Madison, Wisconsin

## **Acknowledgments**

We wish to express our gratitude to the many individuals who contributed their expertise and comments to help inform our analysis. We are grateful to Paula Kiely and Joan Johnson from the Milwaukee Public Library for providing us with this opportunity and to Eric Pearson from the City of Milwaukee Division of Budget and Management for supplying us with timely and helpful feedback. There were also many others who shared their time and knowledge with us to expand our understanding of the intricacies of Milwaukee’s library network and the possibilities of library partnerships; they are noted throughout this report.

At the La Follette School of Public Affairs, we thank our peer reviewers – Melissa Berger, Erika Cheng, Paco Fuchs, Emily Ley, and Lara Rosen – for their constructive and encouraging comments. Finally, a sincere thanks to Professor Andrew Reschovsky for coaching us throughout this project and to Karen FASTER for her excellent editorial assistance.

We thank all of these people for their gracious support in making this report possible. We take full responsibility for any errors found in this report.



## **Executive Summary**

This report examines possible partnership opportunities for the Milwaukee Public Library (MPL) system with post-secondary education institutions in the City of Milwaukee, specifically the University of Wisconsin–Milwaukee, Marquette University, and Milwaukee Area Technical College (MATC). Due to current economic and social challenges, such as rising unemployment and decreasing state shared revenues, MPL is exploring innovative and viable strategies for expanding its services. The library is examining the role that public and academic library partnerships can play in creating new services for its existing patrons, as well as attracting a more diverse population of users.

We began by conducting extensive research into partnerships among public and academic libraries to identify best practices across an array of collaborative options. Guided by this research, we identified seven possible partnership opportunities for the MPL and its potential academic partners. Based on further research into existing services, as well as feasibility and willingness from partners, we narrowed the focus of this report to two partnership options: shared programming and satellite collections. Each option was evaluated using the criteria of realizing efficiencies, enhancing services, and expanding capacity for MPL.

Based on the interest, feasibility, and likelihood that each of the partnership options would realize efficiency, enhance services, and expand capacity, we recommend that MPL pursue partnership opportunities in shared programming areas, specifically service-learning programming. Service-learning partnership offers MPL the opportunity to increase both the number and quality standard of services offered to its patrons and the Milwaukee community, while minimizing budgetary costs.



## **Introduction**

Milwaukee Public Library's (MPL) goals include realizing efficiency, enhancing services, and expanding capacity to better serve the Milwaukee community and fulfill its mission of "guiding Milwaukeeans in their pursuit of knowledge, enjoyment and lifelong learning, ultimately enriching individual lives and the community as a whole" (MPL, n.d.b). In light of current economic, fiscal, and social trends, MPL is exploring innovative strategies to achieve these goals (MPL, 2009b).

Commissioned by MPL in 2009, the Rethinking Libraries for the 21<sup>st</sup> Century project researched the needs of the modern MPL constituency. The project identified library partnerships among MPL and local non-profit organizations, businesses, and academic libraries as one strategy MPL could use to achieve its goals (MPL, 2009b). This report explores the extent to which a partnership among MPL and local post-secondary education libraries, as suggested by the Rethinking Libraries for the 21st Century project, could efficiently provide valuable resources to both public and academic library patrons in Milwaukee.

The literature suggests that partnerships among public and academic libraries benefit both the community and institution patrons through shared resources (Halverson and Plotas, 2006). In addition, MPL and local academic libraries share a common mission to develop and guide lifelong learners and enrich the Milwaukee community. This report explores several different library partnership options with the University of Wisconsin–Milwaukee (UWM), Marquette University, and Milwaukee Area Technical College (MATC), and analyzes the impact of these partnerships on realizing efficiencies, enhancing services, and expanding capacity for MPL.

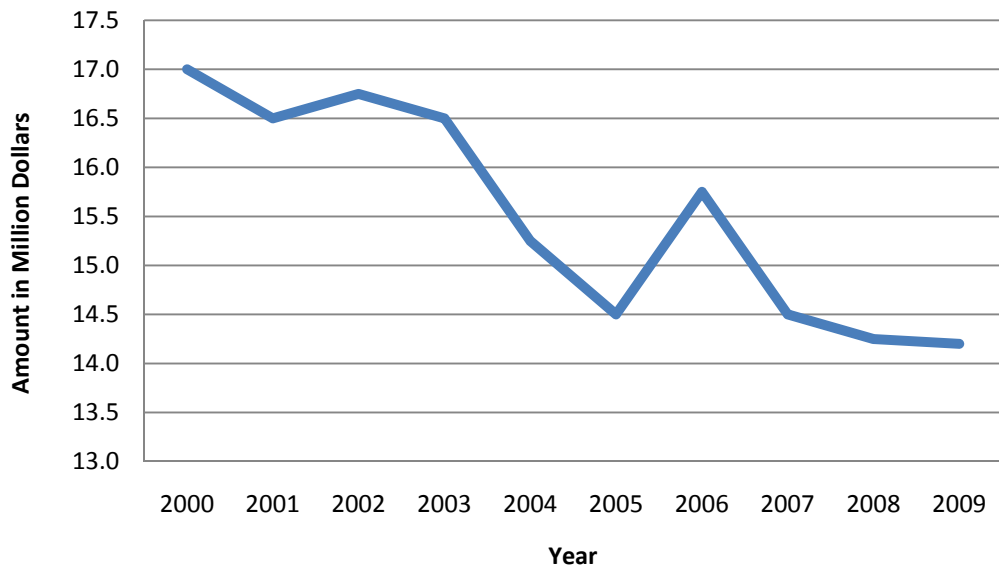
## **Statement of Problem**

MPL has served the Milwaukee community since 1878. In addition to the central library, which serves as the main research library, there are 12 neighborhood libraries and a mobile youth and community outreach service (MPL, n.d.c). MPL's mission to serve the community requires it to adapt and expand operations constantly to meet changing patron needs.

Current economic and social trends, such as high unemployment and increased patron technology utilization, place pressure on public services to evolve and expand. MPL faces the challenge of adapting its historic role to today's stricter fiscal environment and changing patron needs. In 2009, the Rethinking Libraries for the 21st Century project identified the following as the greatest potential challenges to MPL's strategic direction: a decrease of more than 20 percent in city funding (when estimated in 2000 dollars) from 2000 to 2009 (as illustrated in Figure 1); an increase in fuel, energy, and health care costs; and an increase in demand for technology resources (MPL, 2009b). Under current Wisconsin Statute

43.15(4)(c), local libraries must be funded at a level that is not lower than the average funding for the previous three years (Wisconsin Legislature, n.d.). This requirement is commonly referred to as maintenance of effort. As localities are under increasing pressure to reduce expenditures, state officials are considering repealing maintenance of effort requirements. The repeal could further jeopardize the public funding of libraries and library systems in the state.

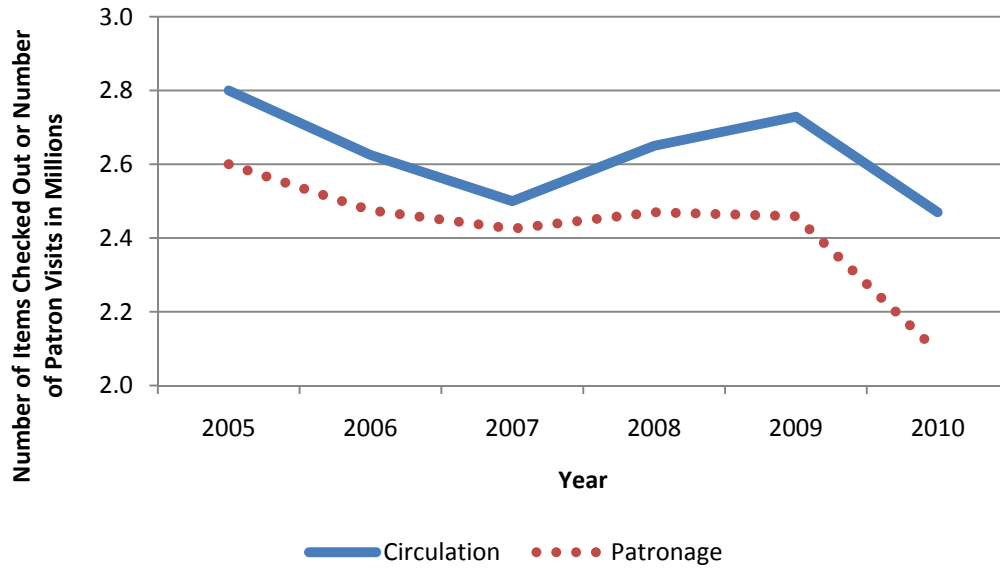
Figure 1: City Funding for Milwaukee Public Library, 2000–2009 (estimated in 2000 dollars)



Source: Milwaukee Public Library. (2009b).

In early 2010, the MPL Board of Trustees made a motion addressing the state of the library’s budgetary needs and outlining what the Board believed had to be accomplished to address the needs; an excerpt of this motion is found in Appendix A. The Board stated that the current situation “has resulted in, and will continue to produce a steady deterioration of library services and the quality of library facilities” (MPL Board of Trustees, 2010). In fact, MPL has seen a decline in patronage and circulation following a reduction in operating hours to offset fiscal constraints (MPL, 2009b). Figure 2 illustrates the steady decline in the number of MPL materials checked out and the number of patrons who visited MPL over the past six years.

Figure 2: Circulation and Patronage Trends for Milwaukee Public Library, 2005–2010



Source: City of Milwaukee. (2011).

These social and economic factors demand a new approach for providing innovative library services to Milwaukee residents. MPL staff members take pride in their ability to deliver excellent customer service to patrons, but also find it challenging to match a high level of service with the diverse needs of Milwaukee residents. MPL aims to broaden its reach in the community, particularly to “semi-savvy users of technology, or other community members that never consider the library as an obvious resource for meeting their needs” (Joan Johnson, Library Deputy Director of Public Services, MPL, personal communication, April 8, 2011). Further, MPL wishes to attract “the general mix of the City’s population” (Paula Kiely, Library Director, MPL, personal communication, April 8, 2011) in the hope that they will become lifelong patrons and enrich their lives and the community through learning. Finally, MPL wishes to respond to constituent requests for specialized materials, additional hours, meeting rooms, technology connections, and work space (Cera and Percy, 2007). MPL requested this report to determine if partnerships with post-secondary education institutions in Milwaukee would help achieve these community goals.

### Opportunity for Partnership

Although library partnerships operate in many different forms all around the world, public library and post-secondary education institution partnerships are one of the least common types of library partnerships (Halverson and Plotas, 2006). Most of the public-academic library partnerships that exist are among small, rural public libraries and small community colleges (Lynch, 1999). Thus, Milwaukee

has a unique opportunity to explore partnering options in an urban setting and provide a precedent for other urban libraries around the country.

Some library partnerships that provide shared services already exist within the City of Milwaukee and Milwaukee County. For example, MPL is a member of the Milwaukee County Federated Library System (MCFLS)—a countywide library federation funded by the State of Wisconsin that provides shared services among public library members. Shared services include an automated circulation system called CountyCat, reference services, and reciprocal borrowing (City of Milwaukee, 2011). MCFLS is a system of public libraries; therefore, academic libraries do not participate in MCFLS services.

MPL is also part of the Library Council of Southeastern Wisconsin, which includes 95 member institutions representing a variety of public, academic, school, and special libraries, as well as archival repositories. The Library Council coordinates continuing education, professional development, and networking for library staff, material development, and resource sharing (Library Council of Southeastern Wisconsin, n.d.). The Library Council does not provide the extent of public-academic library service integration that MPL seeks because it is a broader collaboration that is not focused on narrow collaborative opportunities among specific partners.

Furthermore, MPL belongs to several shared searchable catalog partnerships. MCFLS hosts CountyCat, which allows library patrons to search the electronic catalogs of all of the public library members of MCFLS. MPL also belongs to WISCAT, a searchable catalog shared through the Wisconsin Department of Public Instruction that links the catalogs of public schools and public libraries in Wisconsin (Wisconsin Department of Public Instruction, 2011). Finally, MPL, as well as UWM, Marquette University, and MATC, belongs to WorldCat, which allows patrons to search the catalogs of libraries around the world. While WorldCat allows patrons to search the catalogs of MPL and academic libraries simultaneously, the process of retrieving the materials can take longer than a simple library loan request among partner institutions.

MPL's broad partnership systems help provide patrons with access to a variety of resources. The literature, however, suggests that more targeted and integrated library partnerships could improve services further (Halverson and Plotas, 2006; Kauppila and Russell, 2003; Pellen and Miller, 2003). Milwaukee's academic libraries and MPL share geographic proximity, constituent needs, and the organizational missions to serve and educate the community. For these reasons, MPL identified academic libraries as one type of possible partner organization in developing effective library services in the future.

## Methodology

This report identifies options for collaboration from a review of nationwide best practices. By conducting interviews with personnel from various public libraries and their academic partners across the country, we collected qualitative responses describing existing partnerships. From this pool, we chose examples of partnership options that would best serve MPL's needs, meet its requests, and take into consideration the wide range of partnership opportunities available. With these goals in mind, we then investigated the following seven partnership options: shared card access, shared meeting space, shared programming, shared courier service, shared searchable catalog and/or e-journal database, satellite collection, and joint-use library facility.

The interest in these seven partnership options was evaluated based on feedback from MPL and an analysis of services currently available in the Milwaukee community. We conducted personal interviews with the library directors of UWM, Marquette University, and MATC to gather additional information about the suggested options. Based on this information and MPL's expressed interest, only the partnership options of shared programming and satellite facilities were given in-depth analysis. Descriptions and analyses of the five options not included in our final analysis are detailed in Appendix B. This report analyzes the two selected partnership options based on the criteria of realizing efficiency, enhancing services, and expanding capacity.

## Analysis Criteria

MPL recognizes three major goals necessary to ensure its mission: to *realize efficiency*, *enhance services*, and *expand capacity*. Together, these goals provide a framework for analyzing the reviewed partnership options for MPL. Because the abstract nature of these qualitative goals makes measurement difficult, we evaluate each goal with the observable, proxy measures outlined below:

- *Realizing efficiency* is estimated in terms of minimizing budgetary cost.
- *Enhancing services* is estimated in terms of maximizing the quality of services offered to MPL patrons and aligning services to patron needs.
- *Expanding capacity* is estimated in terms of maximizing the quantity of services offered to MPL patrons and maximizing the presence of MPL in the community. The presence of MPL in the community is a qualitative construct measuring the broadness of patron awareness of or exposure to MPL services in Milwaukee.

## Potential Partners

MPL identified three post-secondary education institutions to include in this analysis: University of Wisconsin–Milwaukee (UWM), Marquette University, and Milwaukee Area Technical College (MATC). Respectively, these institutions



## **Partnership Options**

This section outlines the impacts of the two preferred partnership options, shared programming and satellite collections. Under each category, we show our findings on the current situations at MPL, UWM, Marquette University, and MATC and delineate possible partnership initiatives. With limited available examples of partnerships among urban public libraries and large academic libraries from which to draw conclusions, we examine collaborations from a continuum of different library partnerships from across the country and consider the Milwaukee context in analyzing each option's likelihood of realizing efficiency, enhancing services, and expanding capacity.

### *Shared Programming*

We envision shared programming among MPL and its partners to include community reads programming, cultural programming, service-learning programming, public health literacy programming, and librarian training programming. MPL and interested partners would coordinate planning, organizing, funding, promoting, and hosting responsibilities among the parties involved. The community reads program, cultural programming, and public health literacy programming would allow attendance by all interested community members. Service learning and librarian training programming would be available only to students enrolled at UWM, Marquette University, and MATC. The following section provides an overview of the current programming offered at each partner institution, which is summarized in Table 1. For additional details about these programs, see Appendix D.

### **Current Situation**

MPL provides many programs aimed at uplifting the community. According to MPL's 2009 Annual Report, its programs tracked an attendance of almost 100,000 participants in 2009 (MPL, 2009a). Partnerships with other libraries and non-profit organizations, as well as funding from government, foundations, and local companies, make many of MPL's programs possible. MPL's programs can be divided into four categories: promoting literacy, celebrating culture, boosting academic achievement, and economically advancing the community. In promoting literacy, MPL hosts children's reading circles and adult book discussions, coordinates a children's reading program with the Milwaukee Bucks, offers poetry-related projects, and has hosted a community reads program. To celebrate culture, MPL offers a rich genealogy program and once implemented the StoryCorps oral history initiative. MPL supports educational achievement by offering after-school youth programs, conducting tutoring sessions for patrons of all ages, training librarian students, and facilitating a teen advisory board. In economically advancing the community, MPL provides career services and conducts computer skills and financial literacy workshops.

As entities of academic institutions, UWM, Marquette University, and MATC libraries are primarily focused on research and development of students' information literacy skills. College courses are the common sources for promoting literacy and preparing students for careers. Additionally, programs that fall under MPL's categories (i.e., promoting literacy, celebrating culture, boosting academic achievement, and economically advancing the community) are not limited to the libraries, but are found throughout their campuses. For example,

- UWM's library coordinates the March on Milwaukee Civil Rights History Project as well as lecture series on maps and map histories. Also, it hires School of Information Studies students working to complete their fieldwork. Beyond the library, UWM's Institute for Service Learning coordinates service-learning opportunities, and its Multicultural Student Centers and student union provide sociocultural programming.
- Marquette University's Raynor Memorial Libraries host a library research skills competition every year and hires students from UWM's School of Information Studies for their fieldwork. Marquette University also has a strong service-learning program and an institute for student teachers to offer literacy tutoring to urban youth. Marquette University's Office of Student Development sponsors a number of multicultural events, including poetry slams and a civil rights pilgrimage.
- MATC's libraries offer computer and information literacy workshops. The regional campus libraries host a variety of literacy and cultural programming, such as book discussions and poetry readings. Similar to UWM and Marquette University, MATC also coordinates service-learning opportunities through its Prepared Learner Initiative first-year student orientation program.

Table 1: Programming at Milwaukee Public Library and Potential Partners

Goals	Institutional Programming			
	MPL	UWM	Marquette University	MATC
Promoting Literacy	<ul style="list-style-type: none"> <li>• Children’s book readings</li> <li>• Adult book discussions</li> <li>• Milwaukee Bucks Reading Challenge</li> <li>• Milwaukee Reads</li> <li>• Milwaukee Poet Laureate</li> </ul>	<ul style="list-style-type: none"> <li>• General course for students</li> </ul>	<ul style="list-style-type: none"> <li>• Maria Dittman Library Research Competition</li> <li>• Family Literacy Project</li> <li>• Louisa May Alcott project</li> <li>• General courses for students</li> </ul>	<ul style="list-style-type: none"> <li>• Book discussions</li> <li>• Poetry readings</li> <li>• General courses for students</li> </ul>
Celebrating Culture	<ul style="list-style-type: none"> <li>• Genealogy programs</li> <li>• StoryCorps</li> </ul>	<ul style="list-style-type: none"> <li>• Multicultural Student Centers</li> <li>• American Geographical Library Society Lectures</li> <li>• Student Union Distinguished Lecture Series</li> <li>• March on Milwaukee Civil Rights History Project</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Student Development</li> <li>• Civil Rights Pilgrimage</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry readings</li> <li>• General student organizations</li> </ul>
Boosting Academic Achievement	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Homework Help drop-in sessions</li> <li>• Teen Advisory Board</li> <li>• UWM School of Information Studies student practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Institute for Service Learning</li> <li>• UWM School of Information Studies student practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Service Learning Program</li> <li>• UWM School of Information Studies student practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared Learner Initiative</li> </ul>
Economically Advancing the Community	<ul style="list-style-type: none"> <li>• Job search</li> <li>• Computer workshops</li> <li>• Get Smart About Money</li> </ul>	<ul style="list-style-type: none"> <li>• Career Development Center</li> </ul>	<ul style="list-style-type: none"> <li>• Career Services Center</li> <li>• JobConnection</li> </ul>	<ul style="list-style-type: none"> <li>• Computer and information literacy skills JobShop</li> </ul>

Source: Authors’ research.

## Examples of Partnerships Across the Country

Numerous examples exist of successful shared literacy, cultural, and service-learning programming in public library-academic library partnerships throughout the country. The following examples highlight possibilities for MPL to implement with partner post-secondary education institutions.

Two examples of a shared program that promotes literacy are Story Circles at Keene Public Library in New Hampshire and Seattle Reads in Washington. Keene Public Library hosts Story Circles as part of the library's Reflections oral history program. While the public library provides the funds, location, resources, and participants, an oral history expert staff member from Franklin Pierce University volunteers to lead the discussions (Youth Librarian, 2010). Seattle Reads is an example of a one city, one book program found throughout the country, whereby a public library organizes most of the logistics of a community-reading program, and an academic partner contributes a location to host events that complement the public libraries' efforts (American Library Association, 2003). For example, the Seattle Public Library selected *Little Bee*, by Chris Cleave, to read in 2011. As part of the partnership, Seattle Central Community College hosted a meet-and-greet event so community members could discuss the novel with the author (Seattle Public Library, 2011).

An example of a successful service-learning program is Day One at Mississippi State. Initiated in 2006, Day One is a freshmen orientation program with a service-learning component allowing students to work on projects in the community. Starkville Public Library was one of the placement choices, and students were assigned to two different projects. The first project is the Stark Annex Project, which requires students to preserve historical materials, conduct research on the University's theses and dissertations, and design curriculum to teach youth about genealogy. The second project requires students to work with BOOM!, Books on Our Minds, and complete all functions necessary to maintain the children's library (Heiselt, Wolverson, and Hall, 2009).

Another successful service-learning partnership exists in Boston, Massachusetts, between Harvard University Medical School and First Literacy, a nonprofit adult education agency. In this program, Harvard University Medical students work with their medical librarian to design short, easy-to-understand presentations outlining how and where to find reliable health information. Students present their information to First Literacy adult learners at a Boston community center. Surveys of both adult learners and medical students indicate that those involved have a positive experience and gain meaningful knowledge (Hess and Whelan, 2009).

## **Shared Programming Options**

This section defines each programming option and then evaluates it in terms of realizing efficiency, enhancing services, and expanding capacity for MPL.

### *Community Reads*

A community reads program would be similar to a previous Milwaukee Reads program. The entire community would read one book and participating institutions would coordinate events around the book's theme, message, and author. This program would attract new audiences to MPL and literature in general. For this partnership opportunity, MPL would be responsible for budgeting, book selection, and program marketing. Partnering academic institutions would contribute their time and space to host/co-host complementary public events (e.g., author meet-and-greets and book discussions) that would target their respective communities and be open to the public.

When MPL implemented Milwaukee Reads previously, it was unable to sustain the labor-intensive program (Paula Kiely, Library Director, MPL, e-mail communication, April 12, 2011). A shared approach to administering the program with a partnering institution, however, may make this option feasible. Costs for MPL and partner libraries include staff time for event planning and hosting, books, refreshments, printing, and speaker fees (Palmer and Peterson, 2007). This partnership would improve the quality of MPL's literacy programming by exposing the community to more literature as well as literary scholars. MPL does not have a literacy program like this currently, so reviving Milwaukee Reads would increase the number of literacy services offered to patrons. These additional services would, in turn, attract new patrons to MPL. For example, Seattle Reads brings in 7,000 to 10,000 participants annually and the books selected reach best seller status in local bookstores; this boosts book sales and ultimately the local economy (Dempsey, 2009).

### *Cultural Programming*

Cultural programming would entail topic-centered lecture series, oral history projects, genealogy projects, and poetry programs open to the public. MPL and interested partners would coordinate and share planning, organizing, funding, promoting, and hosting responsibilities according to each post-secondary education institution's individual capacities. Multicultural and diversity departments from each school could be strong partners for integrating expanded cultural programming to the public library. For example, UWM could expand its March on Milwaukee Civil Rights History Project by partnering with MPL to capture oral histories on the civil rights movement in Milwaukee, and enriching the stories with historical information found in MPL's genealogy collections. Furthermore, the partnership could coordinate with Marquette University's Civil Rights Pilgrimage and with MATC on presenting poetry on civil rights. Possible

costs for MPL to consider include staff time for event planning and coordination, refreshments, printing, field trips, and presenter fees; but, these costs could be shared with partner institutions. The integration of resources among the partners would enrich each other's cultural knowledge bases and improve cultural expertise in the community. By sharing resources, the community could provide a greater number of cost-effective cultural programs and expand community cultural awareness.

### *Service-Learning Programming*

For service-learning programming, MPL would act as a placement site for students from partner institutions completing their service-learning assignments. MPL would manage student volunteers, the partners would provide the students and promote MPL as a placement site, and both MPL and the partners would coordinate curricula together. Students participation could include: assisting MPL patrons with completing schoolwork, enhancing their computer or English language skills, or searching for jobs; developing children/teen programming; digitizing collections and archives; or supplementing staff work on MPL projects. MPL would incur costs related to staff time for training students. The costs for partner institutions would include service-learning instruction and training, student progress monitoring, and course curricula development. This partnership option would increase the number of services available to MPL patrons because service learning would provide MPL with the labor necessary to begin additional initiatives. College student service-learners are relatively inexperienced, so they would not greatly improve the level of expertise offered to patrons through MPL services, compared to the other programming options. Service learning would provide additional assistance to meet basic MPL patron needs. For example, computer science students could help MPL digitize collections so that MPL patrons could access resources electronically. A service-learning partnership would also increase MPL's presence in Milwaukee's post-secondary education classrooms.

### *Public Health Literacy Programming*

The public health literacy programming option is similar to the service-learning option. An opportunity for public health students, this literacy program could be conducted weekly or monthly, depending on availability and demand. The walk-in health literacy service could provide community members with information about where to find health care services in the community and how to get answers to health literacy questions. The program could be administered and staffed by a partner academic institution's students, such as the UWM School of Public Health students or MATC nursing students, who would gain community engagement experience. The program's drop-in sessions would be located at MPL's Central Library and available to the public free of charge. The partner academic institution's students and faculty would be responsible for planning and managing the program, training student staff, and acquiring materials. The downtown

locations of the new UWM School of Public Health building and MATC would make MPL an ideal location because it is accessible to students.

In terms of the budget, there would be minimal direct cost for MPL because the program could operate in existing space. The academic partner would incur the costs of staff planning, training, and supervising staff and student volunteers; the only potential staff cost for MPL would be in the planning stages. The program would provide a new service to MPL patrons, thus expanding MPL's capacity to address health-related questions from community members. It would also increase the quality of MPL services, with questions answered by students versed in health education. This service would greatly increase MPL's presence in the Milwaukee community by engaging the public as well as college students and staff.

### *Librarian Training Programming*

In addition to working with student volunteers, MPL would host students from UWM's School of Information Studies (SOIS) and Marquette University's student teachers. MPL has previously hosted SOIS students, but has not worked with Marquette University student teachers. In particular, MPL would "recruit students to fill 3-credit (150 hours) positions in several departments such as children's services, outreach, humanities, and branch services" (Kiely, e-mail, 2011). Marquette University's Family Literacy Project could supply student teachers who would conduct a children's reading program at MPL. The majority of the costs incurred by MPL and academic institution partners would include staff time to develop curricula and manage students. While it may only moderately increase the number of services provided compared to other partnership options, attracting the most qualified students from these academic programs would improve the quality of children's services, community outreach, cultural programming, and circulation services.

### *Satellite Collection Option*

The option of a satellite collection presents MPL with the opportunity to house a small number of popular materials in an academic partner's facility. Through a formal agreement, MPL would loan a collection of its books, magazines, and DVDs; the partner would share its building, integrate MPL's resources, and provide staff services. This agreement would not require MPL to purchase additional materials; existing budget provisions would cover the materials loaned. The academic partner would integrate materials into its collection using the double barcode system, registering the materials under its own barcode for the duration of the loan. Students and faculty, who are Milwaukee residents, would be registered for an MPL library card as a courtesy service, which would grant them access to all MPL services. Once registered, patrons would be able to check out materials from any MPL branch.

## **Current Situation**

MPL does not house a satellite collection at any academic institution. UWM, Marquette University, and MATC do not operate any form of joint-use agreement with a public library.

## **Examples of Partnerships Across the Country**

The Cedar Valley Library Consortium in Iowa is a technology-sharing consortium among Cedar Falls Public Library, Hawkeye Community College, and Northern Iowa University's libraries. Each institution is represented by two members on the Consortium's board, which oversees administrative decisions. The board uses standing committees and retains the privilege of creating ad-hoc committees as the need arises. For example, Northern Iowa University was unable to purchase leisure reading material for its patrons due to budgeting constraints, so the board created an ad-hoc committee to facilitate collection sharing. The Consortium provided Northern Iowa University with a collection of 500 public volumes to be housed in its campus library. The Consortium does not maintain a budget, and maintenance charges are shared on a pro-rated basis (Cynthia Coulter, Head of Technical Services Department at Rod Library, Northern Iowa University, personal communication, March 8, 2011).

## **Satellite Option in Milwaukee**

In 2007, MATC's Oak Creek Campus Library and the Oak Creek Public Library explored the option of constructing a joint-use library that would share collections. Discussions on the joint-use library agreement ended in early 2008 due to funding concerns. See Appendix B for the proposed Oak Creek partnership details. This proposed partnership demonstrates that, even though the initial project was unsuccessful, there is interest from the Milwaukee County community in investing in a joint-use library option.

An MPL satellite collection provides a more fiscally feasible option on a smaller scale than a full joint-use library, while providing benefits to MPL and the students and faculty of its academic partner. Academic libraries would be able to supplement their existing popular materials with MPL's materials, or use the loaned collection as a cost-saving alternative to purchasing their own materials. Students who otherwise may not be aware of MPL and its services would be introduced to the public library through the use of the loaned materials. Through the courtesy card registration service offered at the academic site, students would become patrons and potential life-long users of the public library.

The agreement would allow partners to maintain their own identities, policies, and budgets. Each partner retains the right to purchase materials for its own library with its own funds, owning whatever materials would be made available for loan.

A measure of collaboration among staff would be necessary to avoid duplicate purchasing and ensure that the needed materials were provided.

Moving one partner's collection into the facilities of another may prove problematic, as one institution must share its space and integrate materials from a different system into its own collection (Mary Nino, Associate Dean, San Jose State University, phone communication, March 15, 2011). Because partners are sharing space, a formal agreement designates responsibility of each for funding and operating the shared portion of the library. As seen in Cedar Falls, the academic partner can take full responsibility for maintaining the loaned collection at minimal to no additional cost (Sharon McGovern, Director, Cedar Falls Public Library, phone communication, March 10, 2011).

Combining collections from two different libraries into one building would result in different roles for the staff. During the initial phases of the partnership, frequent meetings must take place to coordinate the efforts of both institutions and their patrons. Because staff of each institution would need to be fluent with the joint objective of the partner institution, additional training may be necessary.

As academic libraries face increasing budget constraints, the satellite collection option could provide an opportunity for realizing greater efficiencies. Cost savings could be achieved by allowing MPL to supplement, or provide, an academic library's collection of popular materials. This partnership option would require some initial budget investments in staff time to register the collection as loaned materials under their own system, and training in order to offer MPL card registration to students and faculty at the academic location. Both MPL and the partner academic library would devote staff time to transport materials and maintain the collection. These costs, however, are expected to be minimal.

This partnership has the potential to enhance the quality of existing MPL services at a minimal cost. There is an opportunity cost from moving a small portion of MPL's popular collection to an alternative location. This option removes a small number of materials from MPL's general circulation, which could potentially increase the waiting period for some patrons. Because a small number of materials would be loaned, however, we believe this cost would be marginal and off-set by the benefit of offering these materials to community members who may otherwise not have convenient access to MPL's services. As seen with the Cedar Falls Library Consortium, not only has the quality of services been maintained, but also it has improved by the partnership opportunity (McGovern, phone, 2011). The addition of a new collection and new requirements for maintaining a collection by a different library may marginally impact the quality of the academic partners' services. Again, the anticipated overall impact on the quality of services is expected to be positive. The library will be able to offer more diversified services, an alternative source of popular materials, and an entry into another library system.

The quantity of services provided by MPL and its partner will increase also. The partnership would allow MPL to align its services to a new population in the Milwaukee community. Students and faculty who may not have had an MPL library card prior to this integration may gain access to a greater diversity in collections because of their new awareness and access to MPL's materials. This partnership would allow academic libraries to either expand their existing collection of popular materials or maintain a collection that would have been cut due to budget constraints.

Overall, if MPL chooses to engage in this partnership option, its ability to meet the needs of its patrons would be enhanced. The partnership would allow MPL to reach a more general mix of the population, providing a platform of entry for students to become lifelong users of the public library system.

## **Evaluation**

The analysis criteria of realizing efficiency, enhancing services, and expanding capacity are used to compare advantages and disadvantages of the shared programming and satellite collection options. A rating of high, moderate, or low is assigned to the options based on the level that they meet the designated criteria in relationship to other options analyzed. These options are also evaluated based on the levels of interest and feasibility at MPL and each of the potential partner academic libraries in order to inform a final policy recommendation.

### *Analysis Criteria*

In terms of cost efficiency, the service learning program, public health literacy program, and satellite collection would have low budgetary costs for MPL compared to the other programming options. The costs would be low because the majority of the administrative burden would fall on the academic partner library in the form of staff time commitment. The community reads, cultural, and librarian-training programs would have moderate to significant budgetary costs for MPL because of the staff time needed for planning, training, and facilitating each program. The academic partner libraries would also share the moderate to high costs for community reads, cultural, and librarian training programs.

The shared community reads, cultural, and librarian-training programs would significantly improve the quality of MPL services. Combining resources with area academic libraries would allow MPL to enrich the education offered to the community through these specialized programs. The academic expertise of partner academic institutions, shared through literary, cultural, and librarian programming, would improve the depth and scope of information made available to the public through these joint programs. In contrast, the service-learning and public literacy programs would utilize college students as volunteers. Although student help allows MPL to facilitate these programs, it would only moderately improve service expertise because students are novices in their fields. The

community reads, cultural programming, service-learning, public health literacy, and satellite collection options would allow MPL to align services to patron needs of more hours and more specialized programming (e.g., technology-based programs). Librarian training was not explicitly mentioned as a patron need and MPL considers staff abilities its greatest strength, so this option would only moderately align services to needs.

A service-learning program has the greatest likelihood for expanding MPL's capacity. Through a service-learning program, post-secondary education students would help increase the number of services provided to MPL patrons in a variety of areas by planning and facilitating additional after-school, adult literacy, digitization, or archival projects. The public health literacy service-learning program also would increase the services provided because no program of this type exists between a public and an academic library in Milwaukee and it would provide information on a variety of health topics. Community reads, cultural programs, librarian training, and satellite collections would moderately increase the number of services offered because they would each introduce specific, targeted learning opportunities for community members. The community reads, cultural, and public health literacy programs would bring MPL into ongoing academic and social activities within the community. Community members who may not be aware of MPL's role in these types of services will gain a better understanding of MPL's mission and scope. Although awareness and exposure would be concentrated on college campuses, service-learning, librarian training, and satellite collections also will make MPL more present in the community. A summary of each of the partnership options evaluated based on realizing efficiency, enhancing services, and expanding capacity is illustrated in Table 2.

Table 2: Analysis Criteria and Options Matrix

Goals	Measures	Options					
		Community Reads	Cultural Programming	Service-Learning Program	Librarian Training Program	Public Health Literacy Program	Satellite Collections
Realize Efficiency	Budgeting Costs for MPL	High	Moderate	Low	Moderate	Low	Low
	Budgeting Costs for Partners	High	Moderate	Moderate	Moderate	High	Moderate
Enhance Services	Maximize Quality of MPL Services	High	High	Moderate	High	Moderate	Moderate
	Align MPL Services to Patron Needs	High	High	High	Moderate	High	High
Expand Capacity	Maximize Number of Services Offered by MPL	Moderate	Moderate	High	Moderate	High	Moderate
	Maximize MPL Presence in Community	High	High	Moderate	Moderate	High	Moderate

Source: Authors' research.

Library Directors at all three potential partner academic libraries, as well as MPL, were asked to rank their interest in and the feasibility of implementing each option on a scale of 0 to 3 (“0” represents no interest/not feasible and “3” represents very interested/very feasible). Table 3 summarizes their responses. MPL’s Director is very interested in the public health literacy program option and considers it to be very feasible. MPL shows high interest in cultural, service learning, and librarian training programs as well, and considers them to be moderately feasible. The community reads and satellite collection options would

not be as easy to implement for MPL because of the administrative responsibilities and staff labor required. Marquette University’s Director ranks cultural programming as high interest and highly feasible, and service learning as high interest and moderately feasible. Marquette University has no interest in the satellite collection, and believes it would not be a feasible option. UWM administrators express high interest in community reads, cultural, and service-learning programs and believe they would all be highly feasible. The satellite collection option is also of high interest, but logistically it is only moderately feasible at this time.

Table 3: MPL and Partner Institutions’ Interest and Feasibility Ratings for Partnership Options

Measures	Institutions	Options					
		Community Reads	Cultural Programming	Service-Learning Program	Librarian Training Program	Public Health Literacy Program	Satellite Collections
Interest	MPL	2	3	3	3	3	2
	Marquette University	2	3	3	n/a	n/a	0
	UWM	3	3	3	n/a	n/a	3
	UWM School of Public Health	n/a	n/a	n/a	n/a	*	n/a
	MATC	*	*	*	n/a	n/a	*
Feasibility	MPL	1	2	2	2	3	1
	Marquette University	2	3	2	n/a	n/a	0
	UWM	3	2	3	n/a	n/a	2
	UWM School of Public Health	n/a	n/a	n/a	n/a	*	n/a
	MATC	*	*	*	n/a	n/a	*

\*Indication that partners are not ready to determine their interest and feasibility of this option.

Source: Authors’ research.

Officials from UWM School of Public Health and MATC each indicate the need for more time and resources in order to assess each partnership option before providing interest and feasibility evaluations. The UWM School of Public Health administrators are unable to assess interest or feasibility for partnering on the public health literacy program option because the Public Health program is in its developing stage (Jeanne Hewitt, PhD, RN, Director of Community Outreach and Education Core, UWM, personal communication, April 21, 2011). The MATC Library Director felt that additional discussions with MPL are necessary to estimate willingness and feasibility of partnership options accurately (Jeff Jackson, Library Director, MATC, phone communication, April 25, 2011).

## **Recommendations / Conclusion**

Based on the interest, feasibility, and the likelihood that each of the partnership options would realize efficiency, enhance services, and expand capacity, service-learning programming would be the most beneficial partnership option for MPL to pursue. We recommend implementing this option because it would increase both the number and quality level of MPL services in the community with little or no additional budgetary cost. This program would have a positive impact on the community, integrate college students into the public library culture, and efficiently serve the needs of MPL patrons. MPL and potential academic library partners interviewed are very interested in developing shared service-learning programs and agree that implementation is feasible at this time.

We recommend implementing the public health literacy, community reads, cultural, and librarian training programs as well. Although these programs would have moderate costs and would help improve the quality and quantity of services provided to the Milwaukee community, these options may not be as feasible as the service-learning programming options at this time. Steps toward implementation of these programs should be explored. Additionally, any of these programming options would offer a start to additional and more integrated partnerships in the future.

The satellite collections option would grant the academic community greater exposure to MPL's resources and make access to popular materials more convenient for students, but the administrative commitment and opportunity costs for academic partner libraries make this option less feasible at this time. We recommend MPL strengthen relationships with the academic libraries through service-learning and other programming first, and then possibly add satellite collections or more integrated partnership agreements in the future when access benefits outweigh administrative burdens.

Each of the potential academic partners researched in this report represent viable partners for the recommended programming options. UWM, Marquette University, and MATC all expressed interest in including MPL as a service-learning placement site and collaborating in community programming.

In particular, the two public institutions are committed to serving the Milwaukee community and therefore make useful and willing partner candidates. Each of the potential partners may provide meaningful collaboration opportunities, but without sufficient feedback from each institution, we are unable to determine if partnership with one particular institution would be more beneficial than another. Further research and communication are necessary to differentiate among advantages and disadvantages of working with each potential partner library.

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## **Appendix A: Milwaukee Public Library Board of Trustees Resolution**

The following is an excerpt taken from the Milwaukee Public Library Board of Trustees meeting on February 23, 2010. The motion addresses the budgetary issues of the library, as well as briefly outlines suggested actions to improve service quality.

### **MOTION:**

The Milwaukee Public Library Board of Trustees recognizes that the:

A. The current situation and trajectory of the Milwaukee Public Library system, driven by budget pressures, have resulted in and will continue to produce a steady deterioration in library services and the quality of library facilities, including:

- (1) A steady decline in the average number of hour per week for City-funded neighborhood libraries, amounting to three fewer hours each year for the last five years or a 15-hour reduction altogether.
- (2) A steady decline in the materials budget; and
- (3) The spending of substantial tax dollars to maintain increasingly outdated, technologically inefficient, and unattractive neighborhood libraries that will eventually need to be replaced anyway.

B. An approach (as illustrated in the attached spreadsheets, or an alternative approach that meets the goals of quality service and equivalent cost savings), calculated with the assistance of both Library Administration and the City Budget Office to cost no more than what the *status quo* would cost as projected into the future, should be adopted and implemented beginning in 2011, under which:

- (1) The average number or hours per week for City-funded neighborhood libraries is stabilized at 35 hours per week, and increased over time.
- (2) The materials budget is stabilized and increased over time;
- (3) A new configuration of facilities is planned, built, and opened to the public over the next ten years, including the replacement of outdated, inefficient, and unattractive neighborhood libraries with a combination of environmentally efficient, technically up-to-date, and appealing area libraries, mixed use libraries (in addition to the new Villard Library) and express libraries, all of which should enable the use of new information technologies and improve operational efficiency and productivity.
- (4) Priority is given to those buildings in the poorest condition and with the greatest need of capital investment, such that replacement or consolidation with another library results in an enhancement of services with long-term savings.
- (5) In proceeding with the transition from the current situation to the proposed alternative, the Board and Library Director will, as they make facilities-related decisions, seek to minimize the distance and time the Library patrons must travel to reach libraries, and promote the ease of access to libraries, taking into account the differing transportation resources available to the residents of Milwaukee and the potential for

collaborative relationships with members of the Milwaukee County Federated Library System.

The Board Accordingly recommends to the Library Director, the Mayor, and the Common Council that:

A: The approach, outlined above, be adopted and implemented, starting with the 2011 City Budget; and

B: The Library Director, after consultation with the Library Board of Trustees, Mayor, Common Council, and the City Budget and Management Director, should proceed with what she determines to be the most appropriate first steps to implementing the alternative approach via the 2011 Capital Budget and 2011 Operating Budget.

Milwaukee Public Library 2/23/10 Revised

*Approved by the Milwaukee Public Library Board of Trustees at their February 23, 2010 meeting.*

Source: Milwaukee Public Library Board of Trustees. (2010).

## **Appendix B: Descriptions of Other Partnership Options**

Appendix B provides descriptions of the potential partnership options identified by our group but not included in the body of the report because they were infeasible or of less importance to Milwaukee Public Library (MPL), University of Wisconsin–Milwaukee (UWM), Marquette University, and/or Milwaukee Area Technical College (MATC). These options include shared card access, shared space, shared courier service, shared searchable catalog/e-journal database, and joint-use facility. We use examples of library partnerships from across the country to help inform each option’s likelihood of realizing efficiency, enhancing services, and expanding capacity.

### *Shared Card Access*

A partnership with shared card access would allow patrons of each member library to enter and check out materials at any of the partner libraries using their home library card. Specific loan policies, such as length of loan, late fines, and recall procedures would be unique to, and determined by, each participating library. The following is a description of the current situation at each library considered for partnership.

#### **Current Situation**

Residents of Milwaukee, as well as residents of any of the municipalities that belong to the Milwaukee County Federated Library System (MCFLS), are eligible to receive a free MPL card. The library card provides access to books, magazines, government documents, records, CDs, audiocassettes, DVDs, and videos in MPL’s holdings. In addition, it provides access to computers with word processing, Internet connection, and electronic databases at all MPL library locations. The card allows patrons to access library databases from remote locations 24 hours per day. At a cost of \$100 per year, the card lets residents of other communities check out materials from MPL; remote access to electronic databases is not included.

The card is accepted at the libraries of all MCFLS members, but MPL encourages Milwaukee cardholders to use its libraries in order to reduce costs. Adults may receive a card after providing two forms of identification. Adolescents may receive a card with one form of identification and confirmation of address written by a parent. Children must be able to print their first and last name to receive a card with a guardian signature. Residents may register for a library card online as well (MPL, n.d.a).

As a member of the Library Council of Southeastern Wisconsin, MPL is eligible to participate in the INFOPASS (Information Passport) program. Started in 1973, this program is a library-to-library borrowing arrangement wherein certain member libraries in the metropolitan Milwaukee area agree to share materials in

their collection with the public. The INFOPASS itself is a slip of paper issued by a reference librarian at a patron's home library to enable temporary use of a needed item in a neighboring library. The patron must physically go to the neighboring library to pick up the item because requested items will not be sent to the home library. Specific loan privileges for each INFOPASS item are determined by the lending library. All members of the Library Council are eligible to participate (Library Council of Southeast Wisconsin, 2011). It is a non-automated system that does not allow patrons much flexibility or integration with other libraries (Jim Gingery, System Director, MCFLS, phone communication, March 31, 2011).

UWM faculty and students may check out materials from the general collection using their school identification cards. Other UWM students or faculty may recall materials after the original user has had the items for 28 days. In addition, each faculty member may select one proxy individual who can borrow materials under the faculty member's account. Immediate family members of faculty and staff, teachers of public or private schools (elementary through college) in Milwaukee, members of the Osher Lifelong Learning Institute, and retired faculty are all eligible to receive a special permit card to check out materials (UWM Libraries, 2010).

Marquette University faculty and students may use their identification cards to check out general collection materials. Faculty may authorize one assistant to borrow materials on their behalf. Alumni may check out materials using their Marquette University Alumni Card, which is issued after graduation. A courtesy card with limited borrowing privileges is available for a one-time \$5 fee to visitors with specific research needs. Only patrons with identification or courtesy cards are permitted to enter Marquette University's libraries (Marquette University Raynor Memorial Libraries, n.d.).

MATC faculty, students, and staff may use their campus identification to borrow materials from any of its four campus libraries. The loan period for general stacks materials is two weeks. Campus identification holders are the only group with borrowing privileges (MATC, n.d.a).

### **Examples of Partnerships Across the Country**

The Alaska Library Reciprocal Borrowing Program is an example of a partnership among a central public library and several types of post-secondary academic libraries that use only card sharing. Through this program, Alaska residents who hold borrowing privileges with their home library within Alaska may register to receive privileges to a limited number of items from any of the other libraries within the network. Library participation in the program is voluntary, currently including more than 65 public, academic, school, and special libraries throughout the state. To reduce risk for member libraries, the Alaska State Library operates an "insurance fund" that is used to compensate for materials lost or damaged

through reciprocal borrowing. The member libraries use their own individual websites for circulation. Each of the member libraries maintains its individual circulation policies, such as checkout periods, limits on the number of items checked out, and fines. A shared library systems administrator oversees the reciprocal borrowing program. The library directors and, separately, the circulation managers, meet several times per year to resolve any issues that may arise (Alaska State Library, 2000). Benefits of the Alaska Library Reciprocal Borrowing Program include significant overlap in patrons, increased convenience for all patrons, elimination of duplication in collection growth, increased public awareness of libraries, promotion of literacy and reading, and cost savings in comparison to an interlibrary loan system (Freya Anderson, Head of Information Services, Alaska State Library, e-mail communication, March 7, 2011).

Some shared card programs offer access to library facilities but no borrowing privileges. For example, in Princeton, New Jersey, a new library pass program allows patrons of the Princeton Public Library to apply for a pass to enter Princeton University libraries. The pass is operable for 24 hours, may be used once a month, and may be used to browse and use University library materials and/or study space. Although only implemented in February 2011, this program already has received positive feedback from all stakeholders, especially public library members who now have free access to the rare books and special collections housed at Princeton University (Princeton University, 2011). Administration duties of this program are shared equally between the directors of the public library and the University library. There have been no budgetary or staff policy changes associated with this program (Trevor Dawes, Circulation Services Director, Princeton University Library, e-mail communication, March 14, 2011).

## **Evaluation**

Shared library card access among university partners and MPL is not a viable option. Library users have not expressed concerns about retrieving needed materials, and library directors at each of the potential partner libraries and MPL indicate that the INFOPASS system is well-used and well-liked by patrons. Similarly, both MATC and UWM facilities are already open to community members; thus, a shared library card would not affect access.

There may be additional budgetary costs associated with shared card access. Partners may require additional software to accommodate cards issued at other libraries. Even so, shared card access would not detract from current borrowing privileges of Milwaukee community members.

Shared card access would not enhance services. Community members already have access to materials at local academic libraries via the INFOPASS and interlibrary loan systems in place. Additionally, borrowing privileges and material access are not concerns of MPL patrons. This option would not expand capacity.

Community members already have access to materials at university libraries; thus, shared card access would not increase the quantity of services.

### *Shared Space*

Forming a partnership between MPL and a local higher-education institution through shared space would create a minimal physical integration. Unlike a joint-use partnership where a new physical space is constructed, such as the Dr. Martin Luther King, Jr. Library in San Jose, California, a shared meeting space partnership utilizes existing space. Partnering with higher education libraries would provide additional space and locations for MPL patrons to read and work. The maintenance and administration of the space is the responsibility of the library that houses the space.

### **Current Situation**

A complaint of MPL patrons has been a lack of sufficient “quiet spaces” for reading and working (Cera and Percy, 2007). The MPL central branch is the largest library in the system, but much of that space is dedicated to material storage. The first and second floors consist of a number of different spaces for the public, including the Schoenleber Reading Room, the Betty Brinn Children’s Room, the Herzfeld Activity Center, and the Media Room. Despite numerous library areas dedicated for the public, however, there are few quiet spaces provided for MPL patrons.

MPL and UWM have exchanged access to space within each library on individual occasions for specific programming or staff uses. On each of these occasions, access was limited to a small group and for a specific purpose. For example, UWM provided MPL with a conference room for a managers’ workshop. This sharing has been limited to individual requests between the management of each library, and it has not included an increase in general patron access to either library.

UWM’s Golda Meir Library completed renovations in 2009 including the creation of the Daniel M. Soref Learning Commons. This Commons contains the largest computer lab on campus with 200 computers, multiple classrooms, and study rooms that can only be reserved by UWM students and faculty for use. Access to the Commons is unrestricted from 7:00 AM to 7:00 PM but after 7:00 PM, users must present a valid UWM student or faculty ID to enter or remain in the building.

As a private institution, Marquette University limits the public’s access to its buildings, including the libraries. The Raynor Memorial Libraries are not open to the general public, and access is severely limited. Visitors must be accompanied by a current Marquette University student or faculty member, or may receive an annual visitor’s pass if they demonstrate a research need.

MATC allows unlimited public access to the libraries located at each of its four campuses. According to the American Library Association standards, however, seating spaces at MATC libraries are limited (Jeff Jackson, Director of Library Services, MATC, personal communication, April 8, 2011).

### **Examples of Partnerships Across the Country**

The University of Northern Iowa, a partner in the Cedar Valley Library Consortium, allows the general public access to Rod Library, but limits the use of study rooms to current students, faculty, and staff. In Denver, Colorado, a city of comparable size to Milwaukee, public and private universities have significantly differing policies regarding general public access to library space. Denver University, a private university, requires members of the public to purchase a one-day visitor pass for \$5; this pass does not include borrowing privileges. The Auraria Library, which serves the University of Colorado–Denver, the Community College of Denver, and Metropolitan State College of Denver, allows building access to the general public.

In Nashville, Tennessee, another urban city of comparable size to Milwaukee, Vanderbilt University allows the general public access to its libraries during designated weekday business hours, a policy similar to that of the UWM library. Vanderbilt's public access policy breaks from the common trend of private universities in urban areas separating themselves from the local community and severely limiting public access. Vanderbilt's more open policies most likely exist because it is the largest and most prominent higher education institute in the city and shares the community with Tennessee State University and Belmont University. While many universities and colleges in large urban cities allow space access to the general public, none that were researched allow patrons without school-affiliations to reserve private space within the libraries.

### **Evaluation**

Partnerships centered on shared space could vary depending on the existing levels of access. At Marquette University, increased shared space could take the form of MPL community members being granted access to the general study areas in the Raynor Memorial Libraries. Within the Golda Meir Library at UWM, the public already enjoys daily access to the library and commons area, increased shared space could go one step further by creating opportunities for MPL patrons to reserve study rooms or classrooms directly.

Increased access to quiet study and meeting spaces at partner libraries would boost services for MPL patrons without increasing MPL financial costs. MPL would thereby realize efficiencies in direct budgeting terms while providing greater services and capacity for its patrons. Its potential partners, however, would bear the cost without receiving any tangible benefits. Therefore, providing greater access to shared meeting and quiet space is not a viable option.

Citing a 2003 incident in which student safety was at risk, Marquette University has expressed no interest in allowing increased access to its libraries by the general public. UWM and MATC already allow the public daily access to their libraries, but not the ability to reserve private study rooms or classrooms. Although this option increases services for MPL patrons and results in minimal to no financial cost increases for partners, its feasibility is limited because it increases space usage for the partners without providing benefits for those partners. Allowing increased access and rights to the general public would decrease the space available to students and staff at the schools.

### *Shared Courier Service*

A shared courier service system would operate and deliver materials among partner libraries. This allows library patrons to reserve materials from other partner libraries, have the materials delivered, and then pick them up at their home library.

### **Current Situation**

As a member of the Milwaukee County Federation Library Services (MCFLS), MPL's courier service is facilitated by the system. In 2010, MCFLS member libraries successfully provided an estimated 390,000 books and other materials citizens had reserved but which their local libraries did not own or have available at the time of the reserve. MCFLS also funds an interlibrary services contract with MPL for those materials not found in CountyCat but owned by other libraries in the State of Wisconsin. The item is loaned from the outside library, delivered to a MCFLS member library, and circulated to the user who requested the materials. Items are collected from member libraries in the morning hours and sorted centrally in the afternoon. Turnaround time for most items is 24 hours. As a member of MCFLS, the consortium pays for the full cost of MPL's courier system. MCFLS outsources its courier service to a private company, Action Logistics, currently under a 3-year contract (MCFLS, 2009).

UWM's Interlibrary Loan office assists faculty, staff, and students with locating and obtaining research materials not owned by the UWM libraries. The library uses an online system, called ILLiad, to make requests, ask for renewals, and track the status of requests. Books and materials not delivered electronically must be picked up and returned to the main circulation desk (UWM Libraries, 2010).

Marquette University Raynor Memorial Libraries' Interlibrary Loan serves Marquette University faculty, staff, and students by locating and obtaining research materials, books, and articles not owned by the Marquette University libraries. All requests are placed via an online system ILLiad. Only members of the Marquette University community are eligible to use the ILLiad service. The service is not available to alumni or to courtesy card holders. All ILLiad print materials must be physically picked up at and returned to the Raynor Memorial

Library Circulation Desk by the borrower (Marquette University Raynor Memorial Libraries, 2011).

MATC provides an intercampus loan service that is available to all MATC students, faculty, and staff members and will provide a book from any location in the MATC district. Students and faculty have the option of utilizing the Interlibrary Loan service to place requests for materials needed from an off-campus or non-MATC library (MATC, n.d.a).

### **Examples of Partnerships Across the Country**

A consortium of 28 libraries, the North of Boston Library Exchange has a courier service, financed through state funds, that facilitates the interlibrary loan process (North of Boston Library Exchange, 2010).

### **Evaluation**

It would be difficult to add another entity to the MCFLS courier service, because the existing contract is very specific for the member public libraries. It is likely the shared delivery system with an academic library would require additional funds, and MCFLS has indicated through interviews that it would be unwilling to assume the added cost at this time. Therefore, the partner library or MPL would have to assume the additional cost if it chose to pursue this partnership option (Jim Gingery, System Director, MCFLS, March 31, 2011).

In addition, MPL and partner institutions have indicated that the existing interlibrary loan systems adequately serve their patrons needs for materials from outside libraries. A shared courier system would be a duplication of existing services and would not provide any added value to MPL or potential partners' current operations.

### *Shared Searchable Catalog / E-Journal Database*

Shared catalogs, often facilitated through a shared website, allow patrons access to browse the resource collection listings of partner libraries. Shared e-journal subscriptions and searchable databases allow patrons access to all partners' subscriptions.

### **Current Situation**

Currently MPL has access to the shared Milwaukee County Public Libraries catalog, CountyCat. This shared catalog allows patrons to search the catalogs of all of the libraries in Milwaukee County. Through the interlibrary loan system within Milwaukee County, patrons also can request items from libraries within Milwaukee County. This is a more advanced system than the worldwide shared catalog of WorldCat; WorldCat facilitates searches and allows items to be

requested, but it takes much longer for items to be received by the patron. MPL patrons also have access to a variety of general searchable databases, such as EBSCO and genealogy databases.

UWM's searchable catalog, PantherCat, allows all community members to search the University of Wisconsin System's catalog. Through PantherCat, anyone may search the catalog, but only individuals with a UWM login or access to the school's collection may access those materials.

Marquette University Raynor Memorial Libraries use MARQCAT*plus*, which allows anyone to search their main collections, e-journals, and other materials. Access to these materials, however, is limited to individuals who have access to the Marquette University Raynor Memorial Libraries (Marquette University, n.d.b).

MATC's recently updated searchable catalogs, WebCat, has open access, but only individuals with access to the MATC libraries are allowed to access the materials. MATC students have access to WorldCat, but must have an authorization code from the MATC libraries search (MATC, n.d.a).

### **Examples of Partnerships Across the Country**

The North of Boston Library Exchange, a consortium of 17 local public libraries, 10 academic libraries, and 1 special library, has a shared searchable combined catalog. Ron Gagnon, Executive Director at the Boston Library Exchange, said, "[The Boston Library Exchange] is a great way to improve service and control costs, but all have to contribute time, money and collections." The shared system is maintained by the Boston Exchange, which is a 501(c)(3) organization (Ron Gagnon, Executive Director, North of Boston Library Exchange, e-mail communication, March 14, 2011).

The King Library in San Jose, California, which is a joint-use facility between San Jose Public Library and San Jose State University, also maintains a shared searchable catalog. At King Library, San Jose State University Library uses the Library of Congress classification system and San Jose Public Library uses the Dewey Decimal System, but the two catalogs are jointly searchable through an online interface. Even so, these two libraries do not share database or e-journal subscriptions, because the companies that manage these systems do not allow shared subscriptions (Mary Nino, Associate Dean, San Jose State University, phone communication, March 15, 2011).

The Cedar Valley Library Consortium in Iowa also has a shared searchable catalog among Cedar Falls Public Library, Hawkeye Community College, and Northern Iowa University's libraries. This is a more rural example of shared catalogs but is a successful service offered to the patrons of the Cedar Valley Library Consortium (Cynthia Coulter, Head of Technical Services Department

at Rod Library, Northern Iowa University, personal communication, March 8, 2011). This shared library management system is housed at Northern Iowa University's Rod Library (Cedar Valley Library Consortium, 2010).

## **Evaluation**

The option of a shared searchable catalog was not of particular interest to any of the partners interviewed. Each felt that the individual library catalogs were readily accessible through existing shared searchable catalogs, such as WorldCat, CountyCat, and WISCAT. Because of this feedback, this option is not considered viable. MPL was interested in shared searchable databases or e-journal subscriptions, but MATC noted that it would not realize any cost savings as these subscriptions are priced on readership. Price breaks are not offered for partnerships (Jeff Jackson, Director of Library Services, MATC, personal communication, April 8, 2011). Joan Johnson, MPL's Library Deputy Director of Public Services, said that sharing e-journals and databases would not be cost-effective because academic institutions have different needs than MPL for e-journals and databases (written communication, April 8, 2011). Thus, sharing e-journals and databases would not minimize budget costs for any partners.

## *Joint-Use Libraries*

Through a formal agreement, a public library and academic library partner can cooperate to share a building, integrate resources and services, and occasionally organize common programming while maintaining their own identities, policies, and budgets. These partnerships create joint-use libraries. In cases in which joint-use libraries have been created in the United States, parties have agreed on unique arrangements to accommodate the individual needs of each library. Each partner retains the right to purchase personal property for the library building with its own funds and owns the property separately.

## **Current Situation**

MPL does not operate a joint-use library in concert with an academic institution in any capacity. Also, UWM, Marquette University, and MATC libraries do not operate any form of joint-use facility with a public library.

## **Examples of Partnerships Across the Country**

The King Library in San Jose, California, is an example of a successful joint-use facility library. King Library is a partnership between San Jose Public Library and San Jose State University library, and it is the central library for the San Jose metro area. The 475,000-square-foot facility took more than five years to plan and cost \$177 million to build. In the first year of operation, public library patrons increased their use of print and media collections by 38 percent, university users doubled their borrowing, and visits to the combined public and academic library

increased by almost 70 percent. During the 2003–2004 academic year, public library patrons borrowed more than 222,000 items from the academic stacks (Peterson, 2005). The utilities at King Library are divided 66.5 percent/33.5 percent between the university and the city, respectively, and were allocated by each library's portion of the library building. King Library's space-sharing agreement is available online at [www.sjlibrary.org/about-king-library](http://www.sjlibrary.org/about-king-library) (Dr. Martin Luther King, Jr. Library, n.d.).

While the reference collections are fully integrated, each library partner in King Library maintains ownership and control of the reference volumes it owns. Government publications are interfiled with the general reference collection. Partners of a joint-use library also maintain their own circulation policies. For example, at King Library, San Jose State University allows public users to obtain university materials, but they are subject to recall at the request of a university member. Even so, the recall process is typically not very effective and seldom used, as materials can be obtained more easily through other channels such as interlibrary loan.

The management of a joint-use library is unique in that it allows each library to maintain its individual authority and identity. In San Jose, the city librarian and university librarian retain their own respective authority jurisdictions. Employees' institutional and union affiliations and benefits remain the same after the merger. With these exceptions, most operational units are integrated and co-managed, and each co-unit head is responsible for specific functions within the unit. All employees have a primary supervisor from their parent library, as well as a supervisor from the partner library. The co-managers are jointly responsible for meeting the library's everyday needs. The King Operation Team meets twice monthly to discuss any issues that arise and to ensure that managers from each side share the same philosophy.

Partners agree to operate in good faith with each other to facilitate all library programming. Each partner also has the right to operate separate library programs, as well as joint library programs created by mutual decision. Neither partner is obligated to enter into any program proposed by the other partner. New alliances with community social service agencies, social workers, and legal professionals also have resulted from the partnership (Collins, Howard, and Miraflor, 2009). The success of the partnership has created opportunities for collaboration, e.g., Communiversities, an organization composed of students who engage in various projects in the community (Mary Nino, Associate Dean, San Jose State University, phone communication, March 15, 2011).

#### *MATC/Oak Creek Public Library*

In late 2007, an exploratory committee began holding hearings to discuss the possibility of MATC and Oak Creek Public Library constructing a joint-use library near MATC's Oak Creek Campus. In the proposed library, each institution

would have separate sections of the library housing the collections of the respective institutions. Both institutions would continue to operate and govern their sections of the library, working closely with each other on issues of concern. Interior maintenance of the facility would be the responsibility of each governing body. Staff sharing would not occur except in emergency situations, as both institutions believed their staffs were best suited to serve technical college students and public library users, respectively. Collaboration on the part of staff of both libraries would occur when investigating the purchase of furnishings, electronics, etc., to promote economies of scale. Additionally, collaboration on the part of staff and governing bodies of both libraries would occur to identify and solicit contributions from area residents to supplement funds allocated by MATC and the City of Oak Creek.

The proposed 30,000-square-foot facility was designed to allow similar components for the public and MATC libraries. Each library's portion would be of equal size, roughly 12,000 square feet. The remaining square footage of the facility would be allotted to a service-learning wing. The service-learning wing would provide meeting space for community programming and community association. Joint programming between the two institutions would have occurred in the service-learning portion of the library.

The plan proposed cards allowing patrons to withdraw materials from the collections smoothly and transparently from either institution. If an Oak Creek Public Library patron were to request MATC material, Oak Creek Public Library would send the request to MATC's central library branch to be processed. MATC's entire collection would have been available for Oak Creek Public Library patrons to request.

Under the terms of the proposed agreement, non-MATC patrons would be able to borrow MATC library circulating resources with the use of an INFOPASS issued by their local public library. Oak Creek Public Library circulating resources are available to residents of Milwaukee County who possess a valid MCFLS card. Residents of other counties can borrow Oak Creek Public Library materials only when they purchase a yearly non-resident fee card. Because both institutions use the Dewey Decimal system, searching each catalog would be possible.

The exploratory committee decided that utility costs could be divided proportionally and split between each institution. Discussions on the proposed joint-use library agreement ended in early 2008, however, due to funding concerns.

#### *St. Paul Public Library/Metropolitan State University*

Metropolitan State University in St. Paul, Minnesota, opened its new 86,000-square-foot library facility in 2004. This library facility also houses a branch of the St. Paul Public Library. Each library partner operates with different hours,

and staff from each institution controls its area within the building. Since opening the joint-use facility, material checkouts from both the public and student populations have increased. Joint programming between the institutions exists, including students mentoring in The Zone Homework Help Center and participating in family literacy programs.

Furthermore, Metropolitan State University issues community borrower cards to any registered borrower who is at least 13 years old and in good standing with St. Paul Public Library system. Cards are active for two years and checking out materials can occur immediately.

## **Evaluation**

A satellite library would increase the likelihood of collaboration between librarians from each institution, such as presenting and publishing with one another. In examples across the country, patrons increased their library usage after the opening of a joint-use library. Combining libraries into one building would require the introduction of new roles for staff. Frequent meetings would have to take place to coordinate the efforts of both institutions and their patrons. Staff of each institution would have to be fluent with the job responsibilities and patron needs of the other institution; as such, much training would be necessary. Each institution could have different holiday schedules. Working with two separate budgets and two separate unions could present difficulties. Those involved in the planning process of the Oak Creek facility anticipated that staff sharing was to be limited, because difficulties arose regarding the union and non-union status of each respective staff.

Attempting to have a joint-use library by moving one partner into the facilities of another could prove problematic. When sharing space, each partner would be responsible for obtaining, managing, budgeting, and expending its own funds and resources to operate its portion of the joint library (Mary Nino, Associate Dean, San Jose State University, phone communication, March 15, 2011).

The King Library partnership and resulting joint programming opportunities point to opportunities for MPL to expand outreach in the community. Additionally, a joint-use partnership would provide additional resources for MPL to succeed in its stated objectives of increasing access to employment opportunities, exposing urban youth to career environments, and boosting literacy in the community. Even so, the prohibitive start-up costs associated with designing and funding a joint-use facility present a roadblock to the feasibility of implementing this option in Milwaukee.

## **Appendix C: Backgrounds of Milwaukee Public Library and Potential Partners**

Appendix C provides a brief background on the each of the libraries evaluated in this report: Milwaukee Public Library (MPL), University of Wisconsin–Milwaukee (UWM), Marquette University, and Milwaukee Area Technical College (MATC).

### *Milwaukee Public Library*

MPL is a department of the City of Milwaukee that consists of a central library and 12 neighborhood libraries. The Mayor appoints the Library Director, who acts as the department head. A Board of Trustees is responsible for the general management, regulation, and control of the library. The Board has 12 members: five citizen members and three alderpersons appointed by the mayor, one alderperson appointed by the president of the Common Council, the superintendent of the Milwaukee Public Schools, the president of the Board of School Directors, and a representative of the Milwaukee County Board of Supervisors appointed by the County Executive. The board meets monthly, usually at the Central Library.

MPL’s vision: The Milwaukee Public Library is every person’s gateway to an expanding world of information. Providing the best in library service, the staff guides Milwaukeeans in their pursuit of knowledge, enjoyment and lifelong learning, ultimately enriching individual lives and the community as a whole.

MPL’s mission: The Milwaukee Public Library provides materials, services and facilities for all citizens of Milwaukee and others in order to meet present and future informational needs and raise the level of civilization in Milwaukee.

#### *2009 Statistics*

\$21,811,023: Library Budget  
602,782: Population Served  
2,459,129: Library Visitors  
396,605: Library Card Holders  
2,767,411: Materials In Collection  
3,034,805: Items Checked Out  
3,276: Programs Offered  
86,065: Children/Teens Programs  
12,859: Adult Programs

#### *Reference Questions Answered*

581,401: In-person/Phone Questions  
1,823: E-mail Questions  
1,192: Chat Questions

#### *Technology services*

2,470,664 Web Site Visits  
527,205 Hours of In-Library Public  
Computer Use  
472: Computer Class Sessions  
3,886: Computer Class Attendance

#### *Budget Breakdown*

50 percent for Public Service  
22 percent for Technical Services  
and Collections  
18 percent for Buildings  
10 percent for Administrative  
Services

Source: Milwaukee Public Library. (2009a).

## *University of Wisconsin–Milwaukee*

UWM is a public university located in Milwaukee, Wisconsin. The university is a member of the University of Wisconsin System. Total enrollment in the 2010–2011 academic year is 30,502 (25,271 undergraduates and 5,231 graduate students) with 76 percent of students enrolled full-time. Approximately 91 percent of enrolled students are from Wisconsin. Total funding for the 2010–2011 year is \$680,041,800, with the federal government providing the highest percentage (36 percent) of funding. The university offers undergraduate and graduate degrees in 11 different schools, including Education, Information Services, and the Helen Bader School of Social Welfare.

### **Golda Meir Library**

The Golda Meir Library serves as the sole library for the UWM campus; all libraries, departments, and collections are located within the Golda Meir Library. The mission of the UWM libraries is:

To provide organized and accessible collections of high quality research and instructional materials, access to networked information and digital resources, services to educate and benefit the university and surrounding urban communities, and the physical and human resources required to satisfy the information needs of its users.

The general public has access to the library from 7:00 AM to 7:00 PM on weekdays; after 7:00 PM, patrons must present a valid UWM student or faculty ID in order to enter or remain in the library. Amenities include:

- Browsing Collection, including recently published books and magazines
- Computer stations and free laptop checkout for UWM students
- Panther Academic Support Services (PASS), including tutoring, study groups, and the Supplemental Instruction Center
- Study areas
- Wireless Internet (requires a valid school identification login)

The Daniel M. Soref Learning Commons was constructed in 2009 in the Golda Meir Library. The Commons provides UWM students and faculty with space for studying and collaborating. The space contains the largest computer lab on campus (200 computers), reference services, study rooms, and classrooms. The Commons has the same public access policies as the rest of the library, allowing the general public daily access to the building.

Sources: University of Wisconsin–Milwaukee. (n.d.).

University of Wisconsin–Milwaukee Libraries. (2011).

## *Marquette University*

Marquette University is a private Jesuit, Catholic university located in Milwaukee, Wisconsin, with a student body of over 11,600. Marquette University is one of the largest Jesuit universities in the United States, and the largest private university in Wisconsin. The 93-acre campus is located in the University Hill neighborhood, near downtown Milwaukee.

### **Raynor Library**

Completed in 2003, the John P. Raynor, S.J. Library serves as one of the main study areas on campus. During 2010, the Raynor Library made a number of changes to increase usable space on the first floor and also upgraded group study rooms with large-screen LCD displays. In March 2010, the Raynor Memorial Libraries extended 24-hours-a-day, five-days-a-week study hours to Raynor Library's second floor and the Bridge, which increases the amount of study space available.

In addition, the Library has redesigned its existing website and upgraded the online catalog, MARQCAT*plus*, with the Innovative Interface's Encore Discovery platform. *e-Publications@Marquette*, an online digital repository for campus scholarships, has seen significant growth in the past year with more than 350 articles authored by Marquette University faculty. Usage of the repository has increased 163 percent since January 2010, with an average of 5,200 downloads per month.

Sources: Marquette University. (n.d.a).

Marquette University Raynor Memorial Libraries. (n.d.).

## *Milwaukee Area Technical College*

MATC is the largest institution among Wisconsin's technical colleges. MATC includes four campus locations: Downtown, Oak Creek, Mequon, and West Allis. MATC's full-time equivalent student enrollment reached 13,464 in 2009. More than half of the student population attends classes at the downtown campus. MATC offers 64 associate, 47 diploma, 27 apprentice, and 73 certificate programs. Almost 98 percent of the 2008 graduates were employed in Wisconsin, many in the local five-county area.

MATC's mission statement is:

As a public, two-year comprehensive technical college, MATC offers quality educational and training opportunities and services to its diverse, metropolitan community by collaborating with partners to advance the lives of its students.

### **MATC Libraries**

MATC's libraries mission statement is:

To be proactive in supporting the efforts of the college to develop an information-literate community by facilitating intellectual, physical and electronic access to information, ideas and services for a diverse population with rapidly changing needs.

There is a library in each of the four MATC regional campuses; they are open to students and the public on weekdays only. There are more than 30 staff members for MATC's libraries. In addition to the WebCat library catalog and INFOPASS services, MATC students and faculty can access e-books, films on demand, e-journals, and reference librarians.

Sources: Milwaukee Area Technical College. (n.d.a).

Milwaukee Area Technical College. (n.d.b).

## **Appendix D: Descriptions of Programming at Milwaukee Public Library and Potential Partners**

Appendix D provides a description of programming provided at Milwaukee Public Library (MPL), University of Wisconsin–Milwaukee (UWM), Marquette University, and Milwaukee Area Technical College (MATC).

### *Milwaukee Public Library*

To promote literacy, MPL hosts numerous children’s reading circles and adult book discussions that encourage group reading. For example, MPL has participated in the Milwaukee Bucks Reading Challenge, a children’s reading program offered by the Milwaukee Bucks basketball team. This program promotes reading and library usage by youths by allowing students to earn rewards for reading (MCFLS, n.d.). Another example is MPL’s Milwaukee Reads that incorporated community events around a single book (The Center for the Book, n.d.). Furthermore, MPL specifically promotes poetry. The Milwaukee Poet Laureate project selects a local poet who serves as a two-year term to promote poetry throughout the community. Another program is the Language of Conservation, which educates the community through poetry about the value of wildlife, the environment, and the conservation ethic. Milwaukee adolescents participate in poetry slams hosted at MPL.

In addition to fostering literacy, MPL offers programs advocating cultural appreciation, such as its genealogy programs. MPL has a rich collection of genealogical materials including methods books and electronic tools for researching family histories, producing bibliographies, reviewing large numbers of periodicals, and analyzing census information. MPL also has experience with StoryCorps—a program that teaches community members how to conduct, record, and present oral histories. Milwaukee was the second city, after New York City, to host StoryCorps (Paula Kiely, Library Director, MPL, phone communication, April 15, 2011).

To further boost achievement, MPL also provides a number of educational programs. Youth may participate in MPL’s weekly after school clubs (e.g., crafting, dramatic play, computer tournaments, and poetry slam) or utilize MPL’s Homework Help sessions. Adults may receive tutoring services to improve their skills in reading, writing, math, GED preparation, and/or the English language. Students from the School of Information Studies at UWM are allowed to work/volunteer at MPL libraries as part of their practicum. A program seeking input from Milwaukee teens is the Teen Advisory Board, which utilizes student volunteers from high schools. They meet on a regular basis to provide advice on how MPL can better serve teens. The Teen Advisory Board sponsors programs and volunteers at MPL branches.

The last group of programming at MPL relates to the economic advancement of the Milwaukee community; there is a growing demand for these programs because of high unemployment rates among low-skilled Milwaukee residents. Northwestern Mutual funds most of the programs under this category. MPL offers weekly workshops to train community members on computer, word processing, Internet, and e-mail basics. There are also drop-in hours for job seekers to create resumes and cover letters and to search for employment. MPL's Get Smart About Money program teaches community members about financial management including tracking expenses, collecting receipts, and planning for savings.

### *University of Wisconsin–Milwaukee*

UWM's library hosts cultural programming through its special libraries and hires students from UWM's School of Information Studies. UWM's library has worked on a project called the March on Milwaukee Civil Rights History Project (UWM Libraries, n.d.b), which created a digital collection that documents Milwaukee's civil rights history. UWM has partnered with several organizations including MPL on this project. UWM's American Geographical Library Society also hosts a number of lectures including a series on maps and map histories (UWM Libraries, n.d.a). UWM has the largest collection of maps in the United States for academic libraries. In addition, approximately one-third of the library's student staff is from the School of Information Studies (Ewa Barczyk, Library Director, UWM, personal communication, April 8, 2011). These students work in all functions of the library.

UWM's Institute for Service Learning offers service-learning opportunities in more than 20 courses. It partners with more than 100 different Milwaukee area organizations, including MPL. Also, many UWM departments host their own cultural programming open to students, faculty, staff, and/or the greater Milwaukee community. For instance, its Multicultural Student Centers and student union provide sociocultural programming as well as host distinguished lecture series.

### *Marquette University*

Marquette University's Raynor Memorial Libraries provide programming focused on library research and administration skills. It hosts the annual Maria Dittman Library Research Competition to promote the importance of library research to its community (Marquette University Raynor Memorial Libraries, n.d.) Also, it hires students from UWM's School of Information Studies to work in its libraries (Jean Zanoni, Library Director, Marquette University, personal communication, April 8, 2011).

With service as one of its four pillars, the university sends more than 1,200 students each semester to participate in service learning opportunities through more than 55 courses (Marquette University, n.d.c). Partnering organizations

include Literary Services and Reach Out & Read, as well as numerous local public and private schools. Additional projects also connect students to the local community. The University's Hartman Literacy and Learning Center is an institute that coordinates the Family Literacy Project to improve literacy instruction for urban children. One component of the project is undergraduate teachers-in-training who tutor central Milwaukee school children (Marquette University College of Education, n.d.).

While much of Marquette University's programming is centered on community service, cultural programming is provided on campus, too. The University's Office of Student Development sponsors a number of multicultural events including discussions on current events, poetry slams, and heritage celebrations. One of its popular traditions is the Civil Rights Pilgrimage, which allows its students to visit historical landmarks and meet influential people involved with the Civil Rights Movement in the United States. Marquette also provides cultural programming that focuses on literacy, such as its project in partnership with MPL to honor novelist Louisa May Alcott.

### *Milwaukee Area Technical College*

While MATC's library system primarily focuses on library usage skills, it also assists students with academics and job search. Many of MATC's students have limited-to-no computer literacy skills and many more do not have consistent access to the Internet (Jeff Jackson, Library Director, MATC, personal communication, April 8, 2011). Students' primary access to the Internet to take online classes or to search for jobs is at the library, so MATC libraries provide those extra services. Cultural programs available at MATC libraries are often organized and hosted at the regional campus libraries. These programs include book discussions and poetry readings around central themes (Patrick Mundt, North Campus Librarian, e-mail communication, April 4, 2011). Service learning is central to MATC's goals and is a required component of the Prepared Learner Initiative program, which is a state-mandated first-year student orientation program (Jackson, personal, 2011).