



## CHAPTER 21

# INTERLIBRARY LOAN AND SERVING GRADUATE STUDENTS

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## Introduction

When undergraduate students become graduate students, their library needs change.<sup>1</sup> In order to meet these different needs, some academic libraries stratify their resources, services, and programming to provide for various user groups. For many graduate students, interlibrary loan (ILL) serves as an essential service for completing graduate work and for researching their theses and dissertations, but, fundamentally, the service functions largely the same for every user regardless of status. Libraries implement policies and procedures, and even customize their ILL management systems to tailor the service for different user groups. Depending on a library's service philosophy or its financial resources, ILL service at one institution can be quite different from another institution.

Libraries must also consider graduate students' previous experiences (or lack thereof) with ILL. As undergraduates, they may have had little reason or opportunity to use ILL and may not be familiar with the service.<sup>2</sup> Graduate students returning to school after a long break, perhaps even after establishing a career or family, may think of ILL as a last-resort option for obtaining research materi-

als. Other students, fully enmeshed in the age of instant gratification, may view (sometimes accurately) that ILL service is too slow. Despite blatant copyright and terms of service violations, crowdsourcing through social media is a serious competitor for ILL, and libraries cannot deny its appeal to students.<sup>3</sup> International students may have other hesitations to using ILL because it may have functioned differently in their home countries.<sup>4</sup> For these reasons, talking strategically to graduate students about ILL services can serve as a bridge to other important conversations. This chapter offers strategies for starting these conversations.

## Literature Review

Academic libraries have explored various ways they can better serve graduate students through ILL. Graduate students may not be the largest user population for ILL at every institution, but the nature of graduate work means that they likely have a need to use ILL services to conduct research for their courses or while writing theses and dissertations. Du and Evans, in their small study, found that PhD students were highly aware of ILL and document delivery services, which ranked second to awareness of the library's online databases.<sup>5</sup> These findings are in line with the results of an earlier analysis of LibQUAL+ survey responses from the University of Idaho, where graduate students demonstrated a high awareness of the ILL service (though their regard for the service depended on the speed at which they received their requests).<sup>6</sup> This point comes with a caveat: a large population of American students at any university may misrepresent the collective graduate students' awareness of ILL and may not account for the experiences of international students. A 2005 study conducted at Virginia Tech University revealed that 87.9 percent of international graduate students surveyed were unfamiliar with ILL until graduate school, compared to 45.5 percent of American graduate students.<sup>7</sup> Though much has changed in the decade since this study, a recent survey of international ILL practices shows a significant number of countries where ILL is still an uncommon library service.<sup>8</sup> Nevertheless, libraries have sought to capitalize on graduate students' awareness and use of ILL to serve them in other ways.

Researchers at Purdue University Libraries have analyzed and used graduate students' ILL requests for acquisition and collection development. Through Purdue University Libraries' Books on Demand two-year pilot program, where users' ILL monograph requests were screened against a set of criteria for purchase, Purdue's libraries acquired 1,447 books requested by 652 unique library users from all user groups, 59 percent of whom were graduate students.<sup>9</sup> In a follow-up study done ten years later, graduate students remained the users whose requests resulted in the most monograph purchases made through Purdue's program.<sup>10</sup>

In a similar program at the University of Madison-Wisconsin Memorial Library, items purchased based on a screening of ILL requests had markedly better circulation rates. After two years, the library had acquired 135 items, 48 percent of which were from graduate student requests.<sup>11</sup> Of the 135 items, 73 percent circulated two or more times in the two years since the program began, compared to 6 percent of items purchased in the same period through traditional acquisition methods.<sup>12</sup> By acquiring books based on graduate student requests, these libraries have not only provided a pathway for obtaining graduate student input on collection development, but they have also created a method to address graduate students' actual research needs.<sup>13</sup>

Other library services, when tailored to meet graduate student needs, may affect graduate students' use of ILL services. An early example of this was a pilot done at Bowling Green State University, when it launched a program for personalized research consultations. The researchers found that in order to meet the needs of graduate students who work full-time, they ended up photocopying articles for students to pick up later,<sup>14</sup> which sounds a lot like document delivery, often a sister service of ILL. Though the researchers did not formally assess the impact of this pilot program on ILL services, they acknowledged that ILL requests during the pilot year were higher than in the previous year.<sup>15</sup>

In another example, the John Jay College library's commitment to expand full-text electronic resources decreased faculty and graduate students' use of ILL services. Though the researcher at John Jay College expected this decline, as it had been the result of other libraries' expansion of full-text resources,<sup>16</sup> she did not expect that demand for ILL services would decrease at a faster rate than the expansion of full-text resources.<sup>17</sup> The researcher concluded that graduate students, in particular, had developed a preference for the convenience of full-text availability over the value of the research content.<sup>18</sup> Over a decade later, the same was still true, this time at Virginia Tech University, where graduate students surveyed said that, when choosing among information resources, accessibility to resources ranked higher than the accuracy or authority of resources.<sup>19</sup>

With the understanding that ILL service is an important resource for graduate students, libraries can leverage this relationship to conduct further outreach to graduate students on other issues. This chapter identifies opportunities where ILL can function as a bridge to other topics relevant to graduate education.

## Interlibrary Loan as a Bridge

Interlibrary loan service depends on many factors; among these factors are copyright, fair use, scholarly publishing and licensing, research strategy, and time, all larger-order concepts of which graduate students may be unaware. ILL

service impacts and is impacted by library collections, services, and instruction, but may not directly participate in public-facing library activities. What impact could ILL practitioners have if they were to participate in broader issues of librarianship relevant to graduate education? This participation does not have to be time-consuming or require the leadership of a degreed librarian. Libraries, however, should consider the opportunities that librarian leadership in ILL can bring: a representative to participate in cross-department and intercampus collaborations, a vast potential for data-driven research output, and the knowledge necessary to identify opportunities where ILL may participate in larger efforts in the library or on campus.

## *A Bridge to Copyright*

Copyright law is complex, purposefully vague to allow flexibility, full of gray areas and varying interpretations that sometimes depend upon a library administration's level of risk aversion. As a result, it is understandable that library users would not be familiar with the limitations copyright law places on their use of research materials. Through use of the library services, however, users may encounter issues that present a learning opportunity. The goal is not to teach library users the intricacies of copyright that a librarian may know, but rather to empower the users with knowledge to work within the bounds of copyright, particularly through relaying information that will help them conduct research. For example, it may be useful for a student to know that some works published before 1923 are in the public domain and are sometimes freely available online through Google Books, Internet Archive, or HathiTrust. A tidbit of information such as this may enable students to find resources on their own when they may have previously turned to ILL.

Though a copyright owner has exclusive rights to reproduce, distribute, make derivative works, perform, and display his or her copyrighted work,<sup>20</sup> Title 17, Chapter 1, Sections 107 through 111 of copyright law describe specific circumstances when the copyright owner's rights are limited. Lawmakers, recognizing that knowledge dissemination is essential for society, established copyright limitations to facilitate the use and dissemination of information through "criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research."<sup>21</sup> These limitations, however, can be a double-edged sword: at the same time they facilitate knowledge dissemination, they can sometimes restrict or impede dissemination. When ILL services are unable to fulfill user requests because of copyright issues, the situation runs the risk of coloring the entire user's experience with the service in a negative light. If ILL practitioners handle the situation with empathy, they can dissipate a us-

er's disappointment in a way that does not put the library/user relationship in jeopardy.

Section 108 of copyright law covers reproduction of copyrighted works in libraries. Sections 108(d) through 108(g) explicitly describe ILL and document delivery or reproduction services. ILL practitioners are intimately familiar with these limitations, but students and faculty may not be aware of them. The law requires a library to “[display] prominently, at the place where orders are accepted, and [include] on its order form, a warning of copyright” for library users.<sup>22</sup> This warning, however prominent, pulls language directly from the law, jargon that may not be clear to users. Furthermore, in an age full of checkboxes to accept terms and conditions on all sorts of websites, users may not stop to read the fine print (or in this case, the prominent print). It becomes, then, a necessary skill for any ILL practitioner to evaluate each library user's request through a copyright lens and communicate with the user about why it may not be legal to obtain what he or she has requested.

It is imperative for library staff to go beyond a trite apology for the inconvenience and become an advocate for library users, particularly graduate students, who make such frequent use of ILL. Instead of “Sorry, we can't get this because of copyright,” library staff can offer a simple, empathetic response, free from jargon, that will provide a library user with a reason:

Unfortunately, copyright law does not allow libraries to scan an entire book for you. We could possibly do this if the book was really old and out of copyright, but not when the work is still covered by copyright law (for more information on lengths of copyright terms, see this handy guide<sup>23</sup>). Here's what we can do for you: we can borrow the book if we can find a library with a paper copy. If you're a distance user, we can borrow it and mail it to you (just do us a favor and mail it back by the due date). We can get a scan of the table of contents so you can pick a chapter (again, copyright limitations), and we can get a scan of that chapter. Let us know what might work best for you!

Graduate students (i.e., future faculty) who know why they ran into a copyright issue may take that knowledge with them through future research and into teaching. Perhaps they will become more knowledgeable and be in a position to both work within the confines of the law and challenge it with new modes of information dissemination. More important, students who know why they ran into a copyright issue may be less likely to view the library as an impediment to their research endeavors when they see the library offering alternative ways to fill their research needs.

Copyright and graduate student ILL use also intersect when students are acting as teaching or research assistants for their professors. Students who use their student account to make requests on their professors' behalf may not realize copyright law prohibits this action. Section 108(d) states that when a copy of an article is obtained through what we would consider traditional ILL (library-to-library), the copy becomes "the property of the user, and the library or archives has had no notice that the copy or phonorecord would be used for any purpose other than private study, scholarship, or research."<sup>24</sup> The student, as the person requesting the article, is assumed to be the user, except that he or she is not the intended end user. The student means to obtain and then distribute the article to another user (the professor). Furthermore, since the law states that if a library knows that the user has an intention beyond his or her own private study, scholarship, or research (i.e., to distribute it to another person), the library is not permitted to request the article.

Libraries develop proxy account services for this purpose, but these may be unknown to students or faculty without intentional promotion on at least an annual basis. It is, therefore, logical to promote proxy account services, along with ILL services, on webpages, in new student and new faculty orientations, and through regular library communications with academic faculty and departments. Ultimately, it is the faculty member's responsibility to delegate proxy account privileges to his or her assistants, so making both students and faculty aware of when they may need a proxy account will help the ILL service stay in compliance with copyright law.

ILL practitioners should be aware of what constitutes "fair use" and when requests may be in excess. When these cases arise, they are prime opportunities to introduce graduate students to fair use and to the possibility that the library may need to seek permission from the copyright owner. When libraries seek permission, they typically look at paying royalties. ILL departments should have procedures to track requests for copyright purposes. Libraries may do this back-end work without letting students know, but when a copyright issue is isolated to one student, it may be beneficial for this student to learn why there is an issue and for the library to exhibit empathy and advocacy for the student. For example, when a student requests every article out of a recent special issue of an academic journal, there may be no way for a library to borrow that issue (especially in an age where the publisher may never release these articles in a print format). A library would have to pay for these articles, by purchasing them either directly from the publisher or through a document supplier, or by borrowing them and then paying copyright royalties on the number of articles that exceed fair use.

ILL departments tend to follow a set of guidelines published in 1978 by the National Commission on New Technological Uses of Copyrighted Works, known as CONTU guidelines, to determine when they have reached a copy-

right threshold.<sup>25</sup> These are guidelines, not laws, however, and libraries may have varying ways of interpreting this scenario. In this case, a library may choose to pay for the royalties without question, but other libraries with budgetary limitations may need to find another solution.

For items already legally obtained, students might have need to exceed fair use, commonly through reproducing part of the copyrighted work in their theses or dissertations. They might not see their need as excessive, however, which is why approaching fair use instruction in conjunction with the notion of authors' rights may help students better identify when and how their needs exceed fair use. Simply letting students know that citing a source may not be enough if their use exceeds fair use may be sufficient to prompt some students to seek librarian consultations.

## *A Bridge to Author's Rights*

With the understanding that there are certain rights for authors preserved in copyright law, librarians can challenge graduate students to think about their own rights as authors, particularly as they embark upon writing their theses and dissertations. In the course of writing a thesis or dissertation, graduate students may want to reproduce images, charts, graphs, poems, or musical notation. They may need to seek permission from a copyright owner to reproduce a copyrighted work, a task they likely have never encountered in the course of their undergraduate studies. Since a thesis or dissertation will be published and disseminated, unlike research papers written for courses, universities need to somehow inform students of this responsibility. This direction may come from graduate advisors, through workshops or tutorials designed for graduate students, or through students' interactions with the library and its programming or services.

Since graduate students use the ILL service, it can serve as a vehicle for getting the word out through the many emails it sends to students regarding their requests. ILL practitioners and scholarly communications librarians can work together to develop digital assets that serve as resources for graduate students and embed links to these assets in standard email templates used in ILL communications. They can work with graduate programs to present these resources at orientations or to graduate student advisors. The resources can take a variety of forms, depending on the chosen method of delivery. Below are some examples of what librarians may offer as resources:

- developing short case studies that graduate advisors or instructors may assign their students to read
- creating quick click-through tutorials that can stand alone or may be embedded by instructors into course management systems

- delivering fun five-minute presentations, perhaps in listicle format or using trending internet memes
- facilitating hour-long participatory workshops where students consider real-life scenarios and discuss them with their peers
- organizing faculty panels to discuss issues of authorship for an audience of graduate students
- designing handouts or flyers to pass out in class or to hang on department bulletin boards
- crafting suggested language for instructors to include in course syllabi
- writing short articles to disseminate in department newsletters, post to department blogs, or post on department social media platforms

It is daunting to convince graduate students to want to learn more about copyright, but appealing to their metamorphosis from student to author is one tactic that may prove fruitful. As students develop an interest in publishing their work, they may be more receptive to messaging that treats them less like students and more like professionals.

## *A Bridge to Scholarly Publishing*

Whether graduate students show an interest in publishing or not, understanding the landscape of scholarly publishing can help them select and evaluate research materials, stay current with literature in their discipline, realize the library's value in providing access to proprietary resources, and understand the limitations that publishers impose upon libraries. As with issues surrounding copyright, fair use, and authors' rights, graduate students may benefit from collaborations between the ILL service and a scholarly communications librarian in outreach and engagement efforts regarding scholarly publishing.

E-book licensing restrictions are perhaps one of the most challenging issues facing ILL services today.<sup>26</sup> Despite attempts to develop workarounds, including e-reader lending pilots and Occam's Reader, a library-developed method of lending e-books through ILL,<sup>27</sup> e-books cannot be borrowed or loaned through traditional ILL with the same ease as a print book.<sup>28</sup> It may be confusing to students that e-books cannot be obtained through ILL, considering they are already in electronic format and do not have to be scanned in their entirety. Library staff can make students aware of this limitation, again, with empathy, context, and advocacy:

Unfortunately, the book you have requested was published only as an e-book, and due to publisher restrictions, libraries cannot send e-books to each other. This has been an issue

since the advent of e-books, and librarians all over the world are working to convince publishers to make ILL for e-books possible. In the meantime, we may be able to get one chapter from the book for you. You can view the table of contents online here: [link].

Journal embargoes are common impediments to fulfilling ILL requests. While some library users need the most current information, aggregated databases may delay access to the most recent journal issues.<sup>29</sup> This leaves the ILL department to fill the gap, which can be difficult if other libraries are subject to the same embargo. In an attempt to balance user need with a responsible use of library funds, libraries have turned to unmediated or mediated document supply services. Since the use of these services may result in increased costs compared to traditional ILL,<sup>30</sup> libraries may make it a practice to check with a library user before fulfilling such a request. In doing so, library staff can include an explanation and allow the library user a second chance to evaluate his or her need for the requested article:

Due to publisher restrictions, libraries don't have access to the most recent issues of this journal. Some publishers set what is called an "embargo," delayed access to the most recent issues of a journal. They do this because they want to be able to sell the content while it has the highest demand (publishers are, after all, businesses). We won't have access to this article until [embargo end date]. If you need this article now, we can purchase it for you; just let us know!

Checking in with a library user before making a purchase may lead the library user to reconsider his or her need and may end up saving the library money. In July 2014, the ILL department at the University of Missouri-Kansas City Libraries started contacting graduate students and faculty when the only option was to purchase their embargoed articles. Though the department never stated the price and made it clear that the library was willing to cover the fee, approximately 50 percent of library users declined to go through with the request in the more than three years since this practice began. This result is in line with Kinnucan's 1993 consumer study on the effect of fees on graduate student and faculty ILL service demand, where he found that "reminding users that there is a cost, even if they are not paying for it themselves, does seem to have a dampening effect on their willingness to use the service."<sup>31</sup>

The fact that academic libraries provide access to costly resources and ILL service for graduate students while they are students may strike a chord with those who may not realize their access ends when they graduate. Libraries can

work to make graduate students, as future researchers and faculty, aware of open access initiatives and alternatives to proprietary publishing. If libraries harness graduate students' real-life experiences with the inconveniences brought upon them by the traditional scholarly publishing model, graduate students may prove to be passionate advocates for change.

## *A Bridge to Open Access*

Graduate student researchers are understandably frustrated when they encounter a publisher's paywall or a journal's embargo period. Many of them turn to ILL for help, and in many cases, the service can fulfill the students' needs. In some cases, however, an article may be available only through a purchased individual subscription or organizational membership; this is sometimes the case with professional organizations that may make their conference proceedings or annual meeting publications available only to members.

When an ILL department must deliver the bad news that the article cannot be obtained through the channels at its disposal, a disappointed student, left with little recourse, may not understand why this has happened. This moment, when a graduate student feels let down that an article could not be obtained, is a prime opportunity for libraries to introduce the open access movement. Though it will not solve the library user's immediate problem, it may give him or her an avenue for turning disappointment into action. Rather than "I'm sorry, but there's nothing more we can do," library staff can show empathy and direct students to learn more about what they can do to change the scholarly publishing landscape for future researchers. An alternative response might be

I'm sorry, I know it's frustrating for you and for us as well. Unfortunately, scholarly publishing is a business, and they won't let libraries have access to the most recent articles from this journal unless we pay thousands more for it. This is why libraries support the open access movement, which works to make scholarly articles freely available online for all. Have you heard of it? Here is a link to more information: [link] You may want to talk to your student government representative about how our university can do more to support the movement. With student support, our university can do more to contribute to open access, which will make the disappointment you've experienced less likely in the future.

Though it takes longer to relay this message than a simple apology, when library staff empathize with the user and provide some context as well as action

steps, the student may be more inclined to give the issue more thought and feel less disappointed by the library's service.

## *A Bridge to Time Management and Research Strategy*

In graduate student orientations where presenters mention ILL service, they may emphasize how obtaining articles and physical items differ and that planning ahead is essential for users of the service. This can lead into a larger conversation on time management and developing a research strategy. Furthermore, since graduate students are often guided by a faculty advisor or mentor in their information-seeking behavior,<sup>32</sup> library outreach and engagement activities regarding research strategy should not be limited to student audiences. Libraries can partner with departments or with faculty centers for teaching or professional development to target advisors and instructors, particularly on research assignment design and course-embedded library instruction opportunities.

In a 2005 study at Virginia Tech University, researchers looked at American and international graduate students' information-seeking behavior. Of the students surveyed in the study, 80.5 percent responded that they felt they did not need librarian help, while 34.9 percent of students said they did not think to ask a librarian, and 11 percent of students said they did not know what a librarian does.<sup>33</sup> Likewise, 56.8 percent of students surveyed said that they felt they did not need to use ILL, while 20.5 percent of students said they did not think to ask for such a service, and 17.1 percent of students did not know what ILL service was.<sup>34</sup> With such a high risk of underserving graduate students, given that many are not aware or do not know when or how the ILL service might benefit them, it is critical that libraries integrate awareness of the ILL service when speaking to graduate students, particularly about research strategy. The same should be done for when, how, and why to consult with a librarian.

Utilizing the ILL service to obtain research materials, particularly to borrow physical items that cannot be delivered electronically, takes some advance planning. While graduate students who have used the service before likely already know this, new or inexperienced users are sometimes impatient as they wait for books or other materials to arrive by mail. Graduate students who zealously request a massive number of physical items all at one time may receive a bulk of items at once; these items have differing due dates, and students must plan to use the items due sooner first, even though that may not be in sequence with how they planned their research. They may also receive items that are restricted to be used in the library only (which is expected for microforms, refer-

ence items, or fragile items), and a student may have to make special arrangements or time in his or her schedule to consult these works.

The nuance that ILL brings to the process of conducting research can lead to conversations about how the graduate research process differs from the undergraduate research process. Since graduate students are typically more reliant on ILL services, they may have to change the way they have approached research in the past; the catalyst for this change can sometimes be their experience with using the ILL service and facing wait times, short loan periods, and the use of noncirculating items. As with discussions of copyright, students may wonder why not all items they request through ILL can be delivered electronically; they may experience reliably fast service with obtaining articles and book chapters through ILL but then have to wait a week or more to obtain a physical item. Library staff can help students by both expressing empathy and providing context:

I'm sorry, I know it's a pain to wait for books to arrive; unfortunately, most books can't be scanned and delivered electronically due to copyright restrictions. This book was shipped three days ago from California and might be here by the end of the week. We will notify you as soon as it arrives. Let us know if there's a specific chapter you're most interested to read; we could request a scan of one chapter from another library so you can start your reading.

## **Building Bridges: A Case Study at an Urban-Serving Public Research University**

The University of Missouri-Kansas City (UMKC) is an urban-serving research university that offers over fifty graduate programs, including an interdisciplinary PhD program. Graduate students make up approximately 26 percent of the total campus enrollment and approximately 60 percent of ILL users. With graduate students as the primary clientele of the ILL service, UMKC Libraries' administration sought a librarian position both to head the ILL department and to act as a liaison between the University Libraries and the School of Graduate Studies. The results of a 2011 LibQUAL survey revealed that graduate students felt underserved, and with the creation of this new librarian position, UMKC Libraries' administration hoped to remedy this problem.

Once hired, the Head of Resource Sharing and Graduate Student Services had two distinct but related tasks:

1. To ensure that the ILL service met the needs of graduate students and other user groups
2. To build relationships with other campus units that provided services to graduate students and forge partnerships with these units to bolster the libraries' participation in these efforts

The librarian's initial acts were to improve the ILL service for all users, but with an aim to make the service more equitable and efficient for graduate students.

UMKC Libraries consist of three libraries (the main library, Miller Nichols Library, plus the Health Sciences Library and the Dental Library), all of which had separate ILL departments with differing policies. The Head of Resource Sharing and Graduate Student Services merged the three departments into one and applied the same set of policies and procedures to all users, regardless of which library serves as their home library. This merger was gradual and took two years to fully complete, but in the process, document delivery services and campus delivery services were also expanded. Document delivery services, where library staff pull and scan materials that are available upon request, are popular at UMKC, where the majority of students are commuters and many graduate students work full-time while earning their degrees. The service provides access to items stored in UMKC Libraries' on-site high-density storage facility, which houses nearly all of the print serials owned by the three university libraries and a multitude of monographs.

In the process of establishing one centralized ILL unit, operating under one set of user-centered policies, the Head of Resource Sharing and Graduate Student Services also built relationships with the School of Graduate Studies. Cross-campus relationships are sometimes challenging to build, but if they can happen organically or at the point of need, they can serve as opportunities for further collaboration. Initially, the librarian was invited to join a small group of representatives from the University Libraries, the Writing Studio, and the School of Graduate Studies that came together to discuss how to improve graduate writing. This group put together a survey to study the state of graduate writing support at UMKC. As a result of that study, the Graduate Writing Advisory Committee (GWAC) was formed, of which the librarian is now a permanent member.

Since its inception in the fall 2014 semester, GWAC has produced the Graduate Writing Initiative (GWI), a series of organized workshops, write-in events, and panel discussions, along with online resources, and peer writing groups for graduate students of all disciplines. The Head of Resource Sharing

and Graduate Student Services has taught or cotaught a number of GWI workshops, from hands-on Zotero workshops to copyright for dissertation writers and designing professional poster presentations.

Through successful relationship building as member of GWAC, the Head of Resource Sharing and Graduate Student Services has also been invited or appointed to other seats at the table of graduate education: serving on the Graduate Council, a faculty body that makes decisions on graduate school policies and degree programs; serving as a reviewer for graduate research grant applications; and serving as the de facto speaker and library representative at all graduate student orientations and scholarly events. At UMKC, the now-solid relationship between the University Libraries and the School of Graduate Studies would not have been possible without the creation of the Head of Resource Sharing and Graduate Student Services position. It is because this is a degreed librarian position, which, at UMKC, makes it possible to gain a seat at the table, reorganize and restructure entire departments, and help establish new campus-wide initiatives.

The traction the librarian in this position has gained is not solely due to the degree or the faculty rank of this position, but much can be attributed to the understanding of graduate student needs gained through managing the ILL service. While much of the ILL service is automated, complex requests (often from faculty and graduate students) require librarian-level expertise to fulfill. Other duties of the librarian include serving as the primary system administrator for the ILL management system (a highly technical position that includes database administration and web coding abilities) and performing data analysis. Through ILLiad, the ILL management system in use at UMKC, the Head of Resource Sharing and Graduate Student Services can pull aggregate data and study user requests to identify trends in user needs or in user behavior. This provides information for the library and for relevant cross-campus collaborations. Moreover, an active librarian researcher at the helm of ILL can connect with graduate students by talking firsthand about research methodologies, data analysis, the practice of writing for publication, and the process of submitting proposals for professional conferences. In this way, the librarian is both an authority on these matters and a peer to graduate students aspiring to move from novice researcher to professional.

## Conclusion

Interlibrary loan is a mystery to some library patrons and even to some library colleagues. Demystifying this service, particularly for graduate students, should go beyond a mere introduction to the service. Rather, it can be done in conjunc-

tion with an introduction to larger topics with relevance to graduate education. ILL can serve as a teaching moment for today's graduate students, who will become tomorrow's professionals, researchers, and faculty. ILL, however, is not without its issues; when users turn to crowdsourcing articles through the use of social media hashtags or illegal repositories, the question is not "How do we educate users and stop them?" Instead, the question is "How can we make ILL work the way users want it to work?" This is an important discussion topic in the resource-sharing community, one that requires the cooperation of publishers, vendors, and platforms working together. If graduate students become engaged in these conversations, they may be more likely to continue engaging as faculty. Simply put, if graduate students see libraries advocating for them, they may be more likely to advocate for libraries.

## Notes

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