大學圖書館
11 卷 1 期（民國 96 年 3 月） 頁 21-42

矽谷典例：美國加州聖荷西聯合共同使用圖書館

Fertile Ground for Lifelong Learning,
the Silicon Valley Way

Yuhfen Diana Wu
全美華人圖書館員協會前任會長
資訊服務館員
國際學生服務專員
Immediate Past President, Chinese American Librarians Association
Instruction and Reference Services Librarian
International Student Services Coordinator
Dr. Martin Luther King, Jr. Library
San Jose State University
E-mail: Diana.Wu@sjsu.edu

【摘　要】

矽谷典例——美國加州聖荷西聯合共同使用圖書館乃孕育終身學習之搖籃，此學術和公立聯合使用圖書館提供串聯性整體服務，學術和公立圖書館員天衣無縫得肩併肩，為使用者打造終身學習之基。

【Abstract】

The San Jose joint library in California, USA provides a powerful bonded site to deliver services for lifelong learning. Academics and public librarians work side by side seamlessly, helping users from the general community as well as from the university campus to meet their learning objectives with this state-of-the-art facility.

關 鍵 詞：聯合使用圖書館；終身學習；學術和公立圖書館館際合作；創新；加州聖荷西馬丁路德圖書館；矽谷典例；學術圖書館；公立圖書館
Keywords：Joint-use Library; Lifelong Learning; Dr. Martin Luther King, Jr. Library; San Jose Joint Library; Library Collaboration, Innovation; Academic Library; Public Library

臺灣大學學術期刊資料庫

Introduction

The wide spread use of the Internet impacts all aspects of human life around the world. Search engines such as Google and Microsoft Live Search help empower Internet users to find needed information in a split second, around the clock, around the world. To help users find scholarly resources beyond the freely available World Wide Web, Google launched scholar.google.com in 2005 and Microsoft launched academic.live.com in Spring 2006. Both Google and Microsoft attended the 2006 American Library Association annual conference in New Orleans, Louisiana for the first time in American library history.

In the information age, finding, evaluating and using information ethically and legally has become extremely essential. These skills of finding, evaluating and properly using the right information are called information literacy. Information literacy plays a role in many ways, from determining the quality of a student's research paper, to ensuring that marketing executives in an enterprise are holding the right information at the right time to help them make the right decisions.

According to Davis & Botkin (1994, p. 165), "the next wave of economic growth is going to come from knowledge-based businesses -- smart products and services will turn companies into educators, and customers into lifelong learners." This is not a new concept. As early as 1992, the U.S. Labour Department identified five competencies to meet the challenges of today's workforce (Copple, et.al., 1992). It outlined that today's workers should have the ability "to manage resources, the ability to work amicably and productively with others, the ability to acquire and use information, the ability to master complex systems, and the ability to work with a variety of technologies." (Copple, 1992, pp.3-4, 22-23)

Traditionally, libraries are involved to different degrees in the education mission, having been segmented into different types (e.g., public, K-12, and college, etc). Do these institutions have anything in common? Can libraries be effective in promoting information literacy? Can they truly be a place to nurture lifelong learning? What could be the model of a new library that could effectively promote information literacy and lifelong learning?

"Knowledge is increasing so rapidly that we cannot expect to prepare students by providing them all the facts they will need for their lifetime. Instead, we must develop in them the skills and attitudes of information literacy. To succeed in the information society they must be

臺灣大學圖書館 期刊資料庫

learners." (Stripling, 1999, 208). A study that quantifies the cost of information literacy conducted by Outsell (May, 2001) reveals that it costs corporate America 107 billions annually to find the right information at the right time.

This paper is a case study to examine a new joint library's activities and services, to assess the effectiveness of such activities and services in promoting information literacy to nurture lifelong learning, and to comment on how academic and public librarians share values and vision to accomplish their missions and objectives.

The establishment of fertile ground

SJSU is the oldest of the California State University system with 29,975 students enrolled in 2005, and the City of San Jose is the tenth largest city in the United States with population at 944,857. It is located in the heart of the Silicon Valley, and is about 45 miles south of the San Francisco International Airport. City of San Jose is one of the most diverse metropolitan areas by race and ethnic groups in the United States. According to the 2000 US census data[1], 47.5% of the population in the city is white, 26.9% is Asian, and 30.2% is Hispanic or Latino of any race. Furthermore, 51.2% of the population 5 years and over speak a language other than English at home. This is one of very few metropolitan areas in the United States that the white population is not a majority. SJSU is one of the most diverse campuses in terms of ethnicity[2] in the United States. The distribution of the student population by ethnicity as follows: 31.4% Asian, 26.67% white, 15.5% undeclared, and 13.9% Hispanic.

With the idea of creating a place to nurture lifelong learning and to promote information literacy, the collaboration to build a joint library in San Jose, California was announced in 1996 by then mayor Susan Hammer and university president Robert Caret. Both San Jose State University library and San Jose City's main library were over-crowded, yet financially neither library was able to either expand their existing building or build a new structure. It became apparent that a joint venture would provide a solution to the needs of both institutions. More importantly, both libraries are located in the center of the Silicon Valley, which claims itself as the hub of innovation in the world. In order to support citizens in the area that continues to strike for success in a highly competitive environment, it is essential to create a place where citizens of all ages and backgrounds can turn to for their research and learning needs either virtually or physically. This place is San Jose Joint

臺灣大學圖書館期刊資料庫

Library.

Following the announcement of the decision to build a joint library in 1996, there were many hurdles of discussion, debates, and even protests, before a general operating agreement was finally signed in 1998. The groundbreaking took place in October 2000. It was completed on time, on budget, and was open to the public in August 2003. This joint library is named after the American civil rights leader, Dr. Martin Luther King, Jr.

Under the operation agreement, two key areas remain separate, namely personnel and fiscal budget, which includes fund-raising. SJSU is a state-funded public institution, and SJPL is a city-funded public library system consisting of one main library and 20 branches. All other areas are merged; these include information technology department, public access, reference services, and technical services. Each merged unit is co-managed by supervisors from both institutions for daily operation, except personnel performance reviews. A team consisting of upper administrators from both SJSU and SJPL library systems was created to co-manage the overall daily operation and long-range planning.

Literature reviews (Bundy, 2004) (Miller & Pellen, 2001) revealed that most joint-use libraries around the world primarily are between a public library and a school library, a public library and a community college library, a school library and a junior college library, a community college library and a state college library, or in some cases are tripartite collaboration among a public, a school and a community college libraries. However, they are all on a much smaller scale compared with San Jose Joint Library. San Jose Joint Library is by far the largest joint venture between a major metropolitan university and a large city west of the Mississippi River in the United States.

This project costs $177.5 million in US dollars and has 475,000 square feet of usable space, which is equal to about 11 acres. The physical space consists of eight stories above ground, an underground level, and a mezzanine. Special features of this library including the grand Morgridge literacy centre, Brandenburg browsing library in the lobby, children's exploration room, children's storytelling area, Friends of the Library Bookstore, adaptive technology centre, teen centre, seven-story atrium with skylight, “On Fourth: a Novel Café”, thirty-seven group study rooms, two music listening/ video viewing rooms, eight special program and lecture rooms, a grand reading room on the eighth floor, a resource centre for teachers, and thirty public art installations[3] throughout the building. There are more than 200 desktop computers available for all users, and 101

臺灣大學圖書館 期刊資料庫

laptops/tablets available exclusively for SJSU patrons. Wireless access was launched in December 2005. Some of the art pieces are functional as well as artistic, such as the <Counter>, which is a digital reader mounted on a wall adjacent to the circulation desk and displays a real-time record of the total number of items checked out of the library system. [See Figure 1:]

San Jose Joint Library has two entrances: one is from the city side at the most northwest corner of the campus, and the other is from the university campus. A 361-foot long pathway, often referred as the Main Street, between these entrances provides a gateway to connect the university and the community. [See Figure 2:]

Details concerning the planning and building of this magnificent building are well documented in many articles, such as by Breivik, Conaway, Kauppila, Matoush, Meserve, Peterson, and on King Library's website[4] as well.

SJSU campus was surrounded with tall buildings on all four sides with no obvious main gate. It was considered as an ivory tower with no connection to the community it serves. To make SJSU inviting to the community, President Caret launched a big project by building gates with open entrances to the campus during his tenure. In his press conference announcing the joint venture with the City of San Jose to build a joint-use library, Caret said,



Figure 1 As of August 25, 2006, the <Counter> shows 44,357,413 items of materials have been circulated since the system started on August 1, 2003 (Photo taken by author)

臺灣大學學術期刊資料庫



Figure 2 The pathway that bonds the campus with the general community (Photo taken by author)

"this joint library will help break the barriers and help connect the university with the community."

The vision

Although traditionally academic and public libraries have different mission and vision, a joint statement[5] was created at San Jose Joint Library with a mutual understanding that this joint-use library strives to:

- Enrich lives by fostering lifelong learning and ensuring that every member of the community has access to a vast array of ideas and information.
- Provide students, instructors and the community access to the information they need for educational and personal growth throughout their lives.
- Support San Jose State University Library's educational mission in expanding the base of knowledge through research and scholarship.

In other words, "The goal of fostering information competency and lifelong, self-directed learning is enhanced by access to a comprehensive collection---and by assistance from a staff of knowledgeable information professional," (Peterson, 2005).

The following are highlights of pro-

臺灣大學學術期刊資料庫

grams and services to fulfill this shared vision: an online catalog and databases in multiple languages, information literacy instruction for the university students, literacy programs for all ages, and reference services in multiple languages. To meet the needs of the very diverse population both on campus and in the community, library services and programs are carefully created, designed or developed by librarians from both institutions.

Online library catalog and databases

In order to support the diverse users in the community, the library's online catalog is available in four languages: English, Chinese, Spanish, and Vietnamese. Each language website has its own unique artifact to reflect the culture. [See Figure 3.1 and Figure 3.2 below:]

In the United States, it is a common practice for a public library to provide a website interface in multiple languages. It is especially common for those libraries located in metropolitan areas where the communities they serve have a diverse population or large percentage of new immigrants, such as New York, Los Angeles, Houston, San Jose, etc. However, it is uncommon for an academic library to provide such service since English is the official language. The library's website domain name ends with .org. This is the first major change that the SJSU community must accept.

Between the two library systems, there are more than 1.3 million items in the collection and about 200 databases that support all academic majors for the university students and faculty, and general research for the community users. For the databases, under contractual agreements from vendors, "incidental use" is allowed by anyone who is visiting the library. For off-site remote use, databases purchased with university funds are only available to the university community with a valid university ID to login; however, databases purchased with city funds are available to anyone who holds a San Jose library card. They can be university students, faculty, employees, and the general public from the community or the adjacent areas. This library card also entitles all patrons to borrowing privileges.

Databases are grouped together by disciplines, but because of the complexity of the content, user education becomes essential to help patrons utilize these expensive and powerful tools. Many databases are available in multiple languages.

臺灣大學圖書館 期刊資料庫

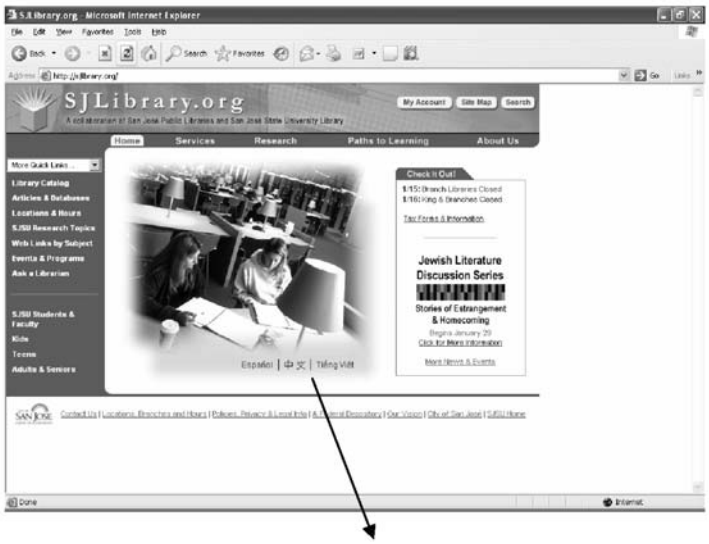


Figure 3.1 San Jose Joint Library's online catalogue in multiple languages

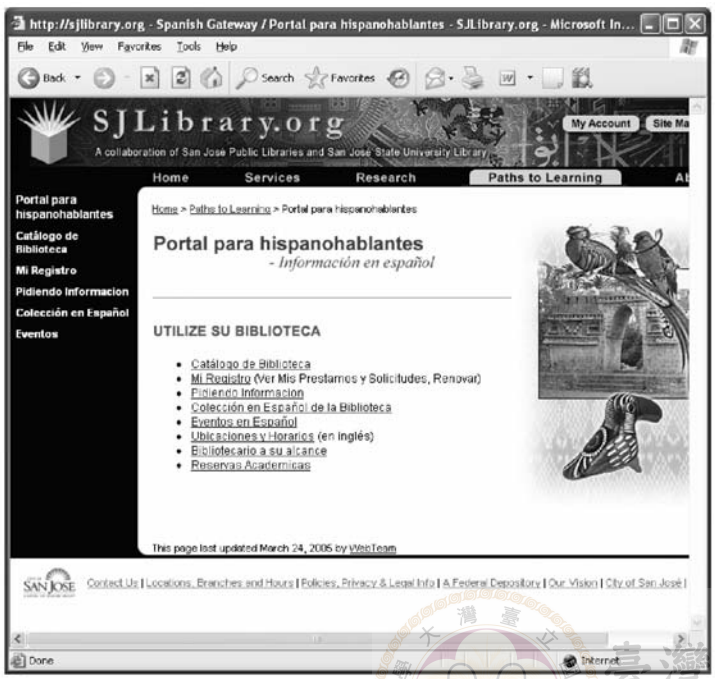


Figure 3.2 San Jose Joint Library's online catalogue in Spanish

臺灣大學學術期刊資料庫

Services and support for the joint community

- Library instructions and reference services to nurture lifelong learning

During the planning, important decisions were made to determine the degree of merger by functions or services. Reference service is one of those joint units where librarians and staff from both institutions are working side-by-side at service points. Patrons coming to the reference desk cannot differentiate the difference, and will get assistance from whoever is on duty. In other words, university students may get help from a SJPL librarian, and vice versa. Extensive training and observation took place during the course of planning and after the move to the new library. A "shadowing" program also took place that provided opportunities for librarians and staff from both SJSU and SJPL to observe and learn from each other. The goal is to ensure librarians from both institutions are comfortable in the collection, and most importantly are confident in helping anyone who comes to the desk for assistance in a seamless environment.

Traditionally, academic librarians would deliver library instructions to help students conduct effective research and learn information literacy skills. One important element of the information literacy is to stress the importance of avoiding plagiarism since it's too easy to do "copy" and "paste" in the Internet era. An online tutorial was developed by SJSU librarians to help teach what constitutes plagiarism and how to avoid it. Many SJSU professors request their students to take the module and the quiz. In the San Jose joint library, this tutorial is being introduced to students from secondary schools both by SJSU and SJPL librarians. SJPL librarians are reminded to catch teachable moments since there is no way of knowing if a patron is a college student or not. This is one of the shared values to nurture library users to become lifelong learners.

- Web-based resources and links[6] are developed by librarians and web team, which consists of members from both the academic and public libraries

These resources are classified by general subjects: such as Art & Humanities, Business & Economics, Health & Life Science, and Government & Law, etc. For example, in the Business & Economics category, it includes how to start a business, where to get financial funding, where to get consultation, general law and

臺灣大學圖書館期刊資料庫

government regulations, etc. University students can get academic specific resources through a gateway for SJSU community at http://www.sjlibrary.org/gateways/academic/. This site includes a direct link to the SJSU Admission and Record office for students to check their grades and other academic information.

- Reaching out to the business community: seminar and business fair

According to the 2003 business census data[7] conducted by the United States Census Bureau, among 43,738 business establishments in Santa Clara County, 43,326 have less than 250 employees and are considered small businesses. Librarians from both institutions are actively participating in the small business fair each year. Library information and resources are distributed at the fair. People who are interested in getting in-depth consultation are encouraged to make an appointment to meet with librarians for one-on-one sessions. SJSU and SJPL librarians team-teach workshops to small business owners, and/or local business leaders and economic development agencies. Small business owners cannot afford to have their own resource centre or library. The San Jose Joint Library, residing in the heart of Santa Clara County, has a very comprehensive business collection, and is the hub that small business owners turn to for assistance.

- Writing periodical news updates on local news media

Additionally, a small committee consisting of business librarians from both institutions meets seasonally to discuss how to better serve the small business community. During one of these brainstorming sessions, an idea to write periodical news updates on local news media came up.

It was recommended to create a "News Update from the King Library" column in the City's newsletter. It will cover the latest developments from the library that are relevant for the business community, such as workshops, databases, etc. The librarian from SJPL will be consulting with the Small Business Services office in the City Hall for actual implementation.

Services and programs developed or administered by SJPL librarians and staff to jump start lifelong learning

- Early Care and Education Program to support expecting mothers, families with young children, early childcare teachers, and students

臺灣博碩士論文知識加值系統 期刊資料庫

This program includes "Smart Start" and "Books for Little Hands." Ten staff members administer this program, including a manager who is a librarian with a Ph.D. in education, a full-time librarian responsible for the "Books for Little Hands," one early literacy specialist, and two library clerks.

The mission and vision of this program are:

to increase access to quality, affordable early childhood care and education for all San Jose children and families, and Vision that all children will enter school with the foundation needed for academic and social success.[8]

"Smart Start San Jose" is an educational collaboration between schools, parents, early childhood development professionals, businesses, community-based organizations, and the City of San Jose. Pooling and building on resources from the community, it supports students in school, social, and ultimately lifelong success. The goal is to provide quality early childhood education for lifelong success. "Books for Little Hands" is a "comprehensive program to advance critical early literacy skills in preschool age children," and is designed not just for children but also for adults who care for them. It provides the following components for the partnering childcare facilities: Classroom Book Bags, Curriculum Idea Kits, My Books and I, Early Literacy Education tip sheet and workshops.

- Story time for toddler and pre-school children from age one to five

Story time is available through out the year for the following age groups: mother goose for twelve months to two years; toddler for ages two to three years; and pre-school for ages three to five years. There are also family times for special occasions and holidays, and some story times are available both in English and Spanish. Children and parents are encouraged to check out books together after the story time. Some SJSU employees and students are among those parents who take advantage of this free service that is conveniently located on the site where they work or attend school. Librarians are available in assisting the selection. Reading lists with best sellers or recommendations by librarians are available by age groups. Volunteers age 15 years or older are committed to at least one hour every week to read to children through the library volunteer program. Many volunteers are SJSU students.

- Free online tutoring / homework assistance for students from grade four to second year in college

臺灣大學圖書館 期刊資料庫

Live online homework help was launched in October 2005. Students between age nine to nineteen with a valid library card can login to get help for up to 20 minutes on popular subjects such as mathematics, English, science, and social studies. This service is funded by an outside grant and is provided by the California State Library and Metropolitan Library Cooperative System.

- Teen Centre

A teen centre was specifically designated for students between 12 and 18, and identification is required to use this facility. This centre is located on the third floor along with the general collection in a far-end corner surrounded with glass walls. A young adult librarian is on duty during the hours when this centre and is open to teens only. Quiet and/or silent study, patron conduct, and food & drink policies are posted in visible areas reminding teens to follow the rules.

This space is specially designed to accommodate teenagers' needs in today's very fast-paced environment. It has a large-screen television with DVD player, and personal computer stations for homework and games.

Outcome assessment

- Information literacy / library instructions and reference services

Available statistics collected since the opening of the San Jose joint library shows significant increases in all aspects of services. Information literacy/library instructions taught by SJSU librarians have increased by 50%. This dramatic increase shows that demand from the teaching professors is greater since the new joint library is a much bigger facility with much more to offer. Conducting effective research is becoming more complex in the Internet age. Reference questions answered at the reference desk, via telephone, email or online chat have increased by about 10%. Those questions came from all users and are answered by librarians from both institutions. As for the online chat, there are two separate modes: one for the academic users and one for the public library users with the later one available in English and Spanish. Although there are two modes for the online virtual reference, there is no mechanism to restrict users to login in to either mode.

Additionally, Internet workshops are taught by San Jose public librarians. Information literacy programs are offered throughout the year. Most of these programs are designed for school-age children and teachers, preschoolers, and the general public of all ages. The public lib-

臺灣大學圖書館 開放資料庫

rarians organize them. In some cases, librarians from both institutions work side by side to teach information literacy workshops.

During the planning, librarians from both institutions were committed in creating and seizing teachable moment at all service points. Although these numbers may not assess the effectiveness in information literacy, they do provide strong evidences that a big joint library is a place where users of all ages will come to use and learn. They are not intimidated by the unusual large size.

▪ Programs or services for the general public provided by SJPL

For the early care and education program, in the 2003-2004 fiscal year, 13,515 individuals participated in this program. These include children, parents and providers. According to the outcome assessment survey, 90% of childcare providers participating for at least six months replied that they will read to the children in their care at least twice a day, 60% of parents who have participated for at least six months will read to their children at least five days per week. More studies will be available in the future for comparison purpose.

▪ Overall evaluation

An outside consultant (Childer, 2006) conducted pre and post merger surveys in 2003, 2004 and 2005 each. The results revealed that most patrons come to the library to study (42.9%, 53%, and 51.1%), to get or use information or materials (45.3%, 38.2%, and 51.1%), and to use library equipment (19.5%, 22%, 23.4%). These findings coincide with the top three findings by Hillenbrand (2005), in which she discovered that the three core roles remain the same: 89% to borrow books/materials, 49% to find information, and 45% to use the computers.

Childer's surveys focused on the library usage pattern, services, information technology, and the facilities and furnishings. Each survey collects about 1000 samples, but was limited to patrons who appeared to be 13 – years old or older. A separate study is needed to cross reference with the early care and education programs, and SJSU students beyond graduation. This linkage should provide some insights and tangible results to assess the effectiveness of information literacy programs and how this joint library helps nurture lifelong learning.

This is the fourth year since the San Jose Joint Library opened its doors. Many studies are under way to assess and evaluate the effectiveness and the success of

臺灣大學圖書館期刊資料庫

this joint venture. Gate counts and circulation statistics show an unbelievable volume of activities in this gigantic library. More than one million people visited the library in the first four months (1,007,672 from August to November 2003), and the circulation hit the one-million mark in the fifth month with a total of 1,077,475 items changing hands. These numbers are greater than the SJSU and SJPL main libraries combined before the merger. These statistics shattered the assumption that a bigger library is not necessary because of the Internet.

As a business librarian, the author always likes to use the SWOT business evaluation model to analyze the success of a project. In the business world, SWOT stands for strength, weakness, opportunities, and threats. Based on existing data and field experiences as an active participant pre and post merger following is the author's analysis:

STRENGTH – the combined power of two large library collections is greater than either SJSU or SJPL alone could offer. This combined power allows both libraries to do more with less, i.e. more services with fewer budgets. The library users are the winners.

WEAKNESS – the complexity on personnel issues may be the most challenging one. San Jose joint library employees belong to five labor unions, three for the university employees and two for the city employees. People work side by side with different pay scales, different personnel review process, and different responsibilities. This complexity could cause morale conflicts.

OPPORTUNITIES – this joint library provides opportunities for SJSU students to work either with pay or without pay. SJSU student employees get the first-hand experience dealing with patrons from the greater community, gaining real workplace experience outside of the ivory tower. SJSU students also get opportunities to volunteer in the SJPL literacy program. This library is a fertile ground where information have's and information have-not's meet. Information have's, such as SJSU students, can help those information have-not's to read and to learn. Some homeless people take the library as a safe shelter. SJSU students witness these homeless people in the heart of Silicon Valley, which is not just a relatively wealthy community but also prides itself for its innovation. This can be a case study for students majoring in social work, sociology, organization & management, marketing, and psychology, etc.

It also provides opportunities for library employees from both libraries since this is a joint venture like no other. Innovative and creative ideas are encouraged. To provide a whole circle of information

臺灣大學圖書館 期刊資料庫

literacy from preschool to working adults, and seniors, outreach efforts are engaged by both SJSU and SJPL librarians. For example, the business librarians are reaching out to the local business community, the education librarians are reaching out to teachers in K-12 schools, and the psychology librarian is reaching out to the community college, SJPL general collection librarians offer Internet research classes in multiple languages, and so on.

THREATS － according to an in-house survey, more than 75% of questions answered at the reference service desks are either informational or directional type of questions. In other words, librarians are answering lower level non-reference questions. Although this is a trend in most libraries, it could be perceived as a threat to SJSU librarians who have faculty status. In order to maintain the faculty status, SJSU librarians are proactively engaged in academic activities with their peers in teaching departments. They are a part of the newly created campus' Academic Success Center, where librarians will be staffed in the information literacy center along with teaching professors in peer mentoring and supervision of writing excellence.

Conclusion

As Park said, "The benefits that the joint use libraries offer our users far outweigh the challenges that have to be faced. ---Just as we realize that each day brings challenges in our individual libraries (even with all our careful planning!), the same applies to joint use libraries.---The goal is always to provide the best possible service to our users." (2005, 10)

For the San Jose joint library, "The hope is that a child comes into the library as a kindergartner and then steps out one day and continues to the university," says Bob McDermand, the former SJSU library's outreach coordinator. University students will graduate and step into the community. Former SJSU library dean Dr. Patricia Senn Breivik, a crusader for information literacy once said, "Libraries play a great equalizing force in our society and one that's essential if society is to flourish---it's a place that symbolizes the need for lifelong learning." "Their [i.e. libraries] future will be determined over the next one to two decades. Only those who carefully review their objectives, engage fully with their communities, and systematically plan and implement changed services, will thrive--or even survive." (Wainwright, 2005, p. 133). Libraries and library users are changing forever since the use of the Internet (De Rosa, 2005). The line between academic and public libraries is getting blurry (Steele, 2006). To not just survive but to

臺灣大學圖書館 期刊資料庫

excel, San Jose Joint Library is a product of the Silicon Valley; it is innovative and forward thinking.

The daily operation is not always as smooth or seamless as it has been hoped for. However, people working in this joint -use library are determined to provide the best services that can benefit our users the most. Like any joint venture in business, there are challenges, risks, and most of all uncertainties. San Jose joint library is not just a building with a state-of-the-art facility; it is fertile ground that nurtures everyone from ago zero to 90 for lifelong learning.

Acknowledgement

The author would like to thank Gordon Yusko, Rosemarie Leon-Monday, Tina Oshaana, Lisa Giannotti, and Leslie Shelton for providing data and reports for the programs and services that are solely performed by the San Jose City Library.

The author was an active member during the whole planning period. She was a member of the focus groups at the very beginning of this process. She actively participated and contributed in numerous meetings and town hall discussions, including protests organized by the university faculty to Save Our University Library (SOUL). She also served on the Joint Library Advisory Board, Policies & Procedures Committee, and Telephone Reference Committee just to name a few. There were 3,261 tasks been identified and solutions were implemented pre and post the move to the new facility.

Notes

1：Retrieved August 3, 2006, from http://factfinder.census.gov/home/saff/main.html?_lang=en This was the most currently available data from the US Census Bureau.

2：Retrieved January 3, 2006, from http://www.ipar.sjsu.edu/Data_&_Reporting/Students_by_Gender_&_Ethnicity/2005-table09-11.cfm Institute for Planning and Academic Research, San Jose State University.

3：Visit http://www.sjlibrary.org/mlkart/browser.htm? mode=0&id=1&order=1&start=1 for full descriptions.

4：Retrieved December 20, 2005, from http://www.sjlibrary.org/about/locations/king/fastfacts.htm

5：Retrieved December 21, 2005, from http://sjlibrary.org/about/vision/index.htm A vision statement was developed during the planning process.

6：Retrieved December 21, 2005, from http://www.sjlibrary.org/gateways/business/smallbiz/start-up/help.htm

臺灣大學學術期刊資料庫

7：Retrieved December 21, 2005, from http://censtats.census.gov/cgi-bin/cbpnaic/cbpsect.pl

8：Retrieved December 21, 2005, from http://sjlibrary.org/services/early_care/index.htm

References

Americana Library Association (2001). 21st Century Literacy@Your Library. Retrieved January 3, 2006, from http://www.ala.org/ala/proftools/21centurylit/21stcenturyliteracy.htm

ACRL (2000). Information Literacy Competency Standards for Higher Education. Retrieved December 20, 2005, from http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm

Breivik, P. S. (2000). Information literacy and the engaged campus. AAHE Bulletin. Retrieved June 20, 2004, from http://www.aahebulletin.com/public/archive/nov2000_1.asp? pf=1

Bundy, A. L. (2004). Places of Connection: New Public and Academic Library Buildings in Australia and New Zealand. Australasian Public Libraries and Information Services, 17(1), 32-47.

Cheuk, B. W. (2002). Information Literacy in the Workplace Context: Issues, Best Practices and Challenges. White paper prepared for UNESCO, the U.S. National Commission on Libraries and Information Science, and the National Forum on Information Literacy, for use at the Information Literacy Meeting of Experts, Prague, The Czech Republic. Retrieved June 1, 2006, from http://www.nclis.gov/libinter/infolitconf&meet/papers/cheuk-fullpaper.pdf

Copple, C. E. ... [et al.] (1992). The Secretary's Commission on Achieving Necessary Skills: SCANS in the Schools; prepared for Secretary's Commission, U.S. Department of Labor. Washington, D.C.: Pelavin Associates, Inc.

Davis, S., & Botkin, J. (1994). The coming of knowledge-based business. Harvard Business Review, 72(5), 165-170.

De Rosa, C. (2005). Perceptions of Libraries and Information Resources: A Report to the OCLC Membership. Dublin, OH: OCLC. Retrieved September 1, 2006, from http://www.oclc.org/reports/pdfs/Percept_all.pdf.

Drucker, P. F. (1995). The Information executives truly need. Harvard Business Review, 73(1), 54-62.

Hillenbrand, C. (2005). A Place for All: Social Capital at the Mount Barker Community

臺灣大學學術期刊資料庫

Library, South Australia. Australasian Public Libraries and Information Services, 18 (2) (June 2005), 41-60.

Huff-Hannon, J. (2006). Librarians at the gates. Retrieved August 30, 2006, from http://www.thenation.com/doc/20060828/librarians (posted August 22, 2006)

Outsell (May, 2001). Press release: Super I-AIM™ (Information About Information Markets) Study. Retrieved January 3, 2006, from http://www.outsellinc.com/outsell/press%20room/pr_release/pr20010503_01.htm.

Park, C. S. (2005). Joint use libraries － are they really worth the challenges? Texas Library Journal, 81(1), 6, 8-10. Retrieved January 3, 2006, from H. W. Wilson database via http://www.sjlibrary.org/.

Roldan, M., & Wu, Y. D. (2004). Building context-based library instructions. Journal of Education for Business, 79(6), 323-7.

Snavely, L. (2000). The learning library. Research Strategies, 17(2/3), 79-84. Retrieved September 1, 2006, from Education Full Text via H. W. Wilson database.

Steele, P. A. (2006). Blurring of lines: academic and public libraries revisited. Indiana Libraries, 25(3), 6-8.

Stripling, B. K., ed. (1999). Learning and Libraries in an Information Age: Principles and Practices. Englewood, Co: Libraries Unlimited, Inc.

Wainwright, E. (2005). The Future of the 'Research' Library in an Age of Information Abundance and Lifelong Learning. Australian Academic & Research Libraries, 36 (3), 125-34. Retrieved September 1, 2006, from Wilson Library Lit & Inf Full Text database.

Reference on San Jose Joint Library

Refereed articles

Breivik, P. S., et. al., We're married! The rewards and challenges of joint libraries. The Journal of Academic Librarianship 31(5) (September 2005), 401-8.

Kauppila, P., & Russell, S. (2003). Economies of scale in the library world: Dr. Martin Luther King Jr. Library in San Jose, California. New Library World, 104(1190/1191), 255-266.

Kendall, S. L., & Sisson, L. R. (2006). Merged Reference Desks in a Merged Library Environment: The Impact of Merging Government Publications. Public Services Quarterly, 2(2/3), 47-67.

臺灣大學學術期刊資料庫

Matoush, T. L. (2006). New forms of information literacy. Reference Services Review, 4 (1), 156-63.

Meserve, H. (2006). Evolving Reference, Changing Culture: The Dr. Martin Luther King, Jr. Library and Reference Challenges Ahead. The Reference Librarian, 93, 23-42.

Peterson, C. A., & Breivik, P. S. (2001). Reaching for a vision: the creation of a new library collaborative. Resource Sharing and Information Networks, 15(1/2), 117-129.

Peterson, C. A. (Feb., 2005). Space designed for lifelong learning: the Dr. Martin Luther King Jr. joint-use library. Council on Library & Information Resources, Report no. 129, 56-65. Retrieved January 3, 2006, from http://www.clir.org/pubs/reports/pub129/peterson.html.

Rockman, I. F.(1999). Joint use facilities: the view from San Jose; an interview with C. James Schmidt. Library Administration & Management, 13(2), 64-7.

Woods, R. (2004). Sharing technology for a joint-use library. Resource Sharing & Information Networks, 17(1/2), 205-220.

Non-refereed articles

Albanese, A. (Sept. 1, 2003). Joint San Jose Library Opens. Library Journal, 128(14), 17. Retrieved September 1, 2006, from Library Lit & Inf Full Text via H.W. Wilson database.

Berry, J. (June 15, 2004). The San Jose Model. Library Journal, 129(11), 34-7. Retrieved September 11, 2006, from Library Lit & Inf Full Text database.

Breivik, P., & McDermand, R. (2004). Campus partnerships building on success: A look at San Jose State University. College & Research Libraries News, 65(4), 210-12, 215. Retrieved September 17, 2006, from Library Lit & Inf Full Text database.

Burdman, P. (Dec. 2003). A library fit for a King: university, city officials pool funds, resources to build an institution for all ages. Black Issues in Higher Education, 20(21), 39-40.

Childer, T. (2006). San Jose King Library metrics project: impacts of the merger. Unpublished internal report.

Conaway, P. (2000). One reference service for everyone? Designing a joint service for San Jose Public Library and San Jose State University. Library Journal, 125(12), 42-4.

Crawford, W. (2003). The Philosophy of Joint-Use Libraries. American Libraries, 34(11), 83. Retrieved September 17, 2006, from Library Lit & Inf Full Text database.

Eberhart, G. M. (2003). San Jose's new joint-use library sets a record. American Libraries.

臺灣博士論文知識加值系統 期刊資料庫

34(8), 16.

Eberhart, G. M. (1999). Three plans for shared-use libraries in the works [in San Jose, California, St. Petersburg, Fla.; Fort Lauderdale, Fla.]. American Libraries, 30(1), 21+.

Egelko, B. (2003, August 17). A red-letter day at San Jose's new library; Six readers conclude record-breaking literary marathon, The San Francisco Chronicle (Sunday, Final Edition). Bay Area; p.A25, 434 words.

Goldberg, B. (1998). Faculty object to shared San Jose library [joint university-main public library faculty]. American Libraries, 29(11), 21-2.

Guernsey, L. (1999, January 12). In San Jose, city and university move ahead with plans for joint library. The Chronicle of Higher Education, INFORMATION TECHNOLOGY; p.A21, 595 words.

Guernsey, L. (1998, October 30). Should a college and a city share a single library? The Chronicle of Higher Education, INFORMATION TECHNOLOGY; p.A25, 2167 words.

Irving, C. (2001). A town and gown library: City joins San Jose State University in collaborative arrangement. National CrossTalk, 9(4).

Kim, R. (2003, August 2). Raves for new San Jose library; Unique project joins collections of city, college. The San Francisco Chronicle, (Saturday, Final Edition). Bay Area; p. A18, 651 words.

King, J. (2003, August 10). For San Jose's new library it's what's inside that counts; Unimpressive exterior is redeemed by innovative interior, The San Francisco Chronicle (Sunday, Final Edition). Bay Area; p.A28, 1012 words.

Jordan A. (2005). Double booking. Governing, 18(11), 44-6, 48-9.

Mizzy, D. (2005). Yours, mine, and ours: Reinventing reference at San Jose. College & Research Libraries News, 66(8), 598-9. Retrieved September 17, 2006, from Library Lit & Inf Full Text database.

Plosker, G. (2005). Revisiting Library Funding: What Really Works?. Online (Weston, Conn.), 29(2), 48-50, 53. Retrieved September 17, 2006, from Library Lit & Inf Full Text database

Riggs, D. (2000). Joint-Use libraries: Thinking out of the box (editorial). College and Research Libraries, 61(2).

Rogers, M. (2002). Innovative snags San Jose Combo; academic vendor making push into public market. Library Journal, 127(17), 24.

(2003, July 4). Library is one for the books: The new San Jose facility is billed as the first

臺灣大學學術期刊資料庫

in the U.S. shared by a city and college. Sacramento Bee, p.A3, 1121 words.

Further reading on joint-use libraries

Bailey, A., Teel, L., & Walker, H. (2006). Designing an Academic Outreach Program through Partnerships with Public Schools. E-JASL: The Electronic Journal of Academic and Special Librarianship, 7(1), 1. Retrieved Sep. 1, 2006, from http://southernlibrarianship.icaap.org/content/v07n01/bailey_a01.htm

Bundy, A. L. (1998). Widening client horizons: joint use public libraries in the 1990s [in Australia and New Zealand]. Australasian Public Libraries and Information Services, 11(1), 4-16.

D'Elia, G., Jorgensen, C., Woelfel, J., & Rodger, E. J. (2002). The impact of the Internet on public library use: an analysis of the current consumer market for library and Internet services. Journal of the American Society for Information Science and Technology, 53(10), 802-20. Retrieved February 4, 2006, from ABI/INFORM Global database.

Dunford, H. M. (1998). Cooperation, compromise, commitment: a joint use library in an isolated area of Tasmania [paper presented at the 1998 ALIA Conference]. Australasian Public Libraries and Information Services, 11(4), 179-81.

Gandel, P. B. (2005). Libraries: standing at the wrong platform, waiting for the wrong train? EDUCAUSE Review, 40(6), 10-11. Retrieved February 4, 2006, from ABI/INFORM Global database.

Glick, A. (2000). All together now? [proposed legislation in California links funding to public and school library cooperation]. School Library Journal, 46(3), 109, 120.

Hillenbrand, C. (2005). Public Libraries as Developers of Social Capital. Australasian Public Libraries and Information Services, 18(1), 4-12. Retrieved September 17, 2006, from Wilson OmniFile Full Text Mega database.

Johns, M. (1999). The benefits and problems of joint-use facilities [at Chandler Public Library]. Public Libraries, 38(6), 357.

Joint use libraries in Australia: practitioner perspectives [papers from the 1998 ALIA Conference; special section]. Australasian Public Libraries and Information Services, 11 (4), 174-90.

Kinsey, S., et. al. (1994). Joint-use libraries: more bang for your bucks [Washoe County Library partnership with the Washoe County School District]. Wilson Library Bulletin, 69 (November), 37-9.

臺灣大學學術期刊資料庫

Kratz, C. (2003). Transforming the delivery of service: The joint-use library and information commons. College & Research Libraries News, 64(2), 100-1.

Lubans, J. (2002). A Portrait of Collaborative Leadership: Donald E. Riggs and Nova Southeastern University's Joint-Use Library. Library Administration & Management, 16 (4), 76-8.

McNicol, S. (2003). Joint Use Libraries in the UK. Australasian Public Libraries and Information Services, 16(2), 81-90.

McNicol, S. ed. (2006). Library Trends, 54(4), entire issue. Viewed Sunday, August 27, 2006, from the Academic Search Premier database.

McPherson, M., et. al. (1998). Hervey Bay joint use library: lessons for tomorrow [University of Southern Queensland branch campus library combines with local public library]. Australasian Public Libraries and Information Services, 11(2), 75-89.

Miller, W., & Pellen, R. M. ed. (2001). Joint-used libraries. Resource Sharing and Information Networks, 15(1/2), 1-150. (Entire issue)

Packard, D., Kirby, D., & Lewis, K. (Eds.). (1995). The HP way : how Bill Hewlett and I built our company. New York : HarperBusiness.

Pennavaria, K. (2002). Glasgow's new regional centre: the first of five [joint use facilities shared by technical colleges and community colleges in Kentucky]. Kentucky Libraries, 66(3), 14-5.

Reno, E. E. (1999). Joint-use libraries: a college president's perspective [shared library of Front Range Community College and Fort Collins Public Library]. Colorado Libraries, 25(2), 10-11.

Sager, D. J. (1999). Changing perspectives: joint use of facilities by schools and public libraries [special section]. Public Libraries, 38(6), 355-9.

Shier, C. (1999). Resource sharing: case study of a new joint use library in South Australia [Berri Library and Information Centre; revised version of a paper presented at the national TAFE conference, July 1999, Hobart, Australia]. Australasian Public Libraries and Information Services, 12(3), 123-7.

臺灣大學學術期刊資料庫