Strategic Library™

When the Community is the World

» **How Queens Library serves immigrants in a highly diverse county.**

BY JENNIFER MANLEY

Queens Library is one of three public library systems in New York City. It is one of the busiest libraries in the nation, circulating over 13 million items from a 7.5 million-item collection annually and welcoming over 13 million visitors a year to its 62 library locations.

The library serves the population of the borough of Queens: 2.3 million individuals in one of the most ethnically and linguistically diverse counties. People in Queens speak 120 different languages and hail from more than 90 countries. Almost half speak a language other than English at home. Many come from places in the world where there is no tradition of public library service. And yet, they are some of the most dynamic library users in the world.

Immigration and Libraries

Public libraries are on the front lines of immigrant services. As strategic libraries, we need to be thinking about what services we need to serve the community in the future. All of the cutting-edge work that libraries have done to provide resources to our diverse populations is going to come into laser-focus as Congress considers if and how immigration laws will be changed, and what resources will be needed to help forge a pathway to citizenship.

Clearly, public libraries will be on the front lines should immigration reforms become our reality. Immigrants will turn to us for help, and we want to be prepared to continue to serve them, as we always have. Libraries are one of the best places to shepherd new Americans through the next steps in achieving the American dream.

We know that we can't step up to deliver the expanded services our immigrant communities need without support. As Congress debates immigration reform, libraries should be at the table. We are going to be on the front lines, and we need the financial support to implement programs.

We have established a Web site for libraries to learn more about this issue and to send a letter to members of Congress advocating for funding that will allow public libraries nationwide to support the intensified services that immigrants may need. Please go to www.librarieshelp.org to learn more and join the coalition.

About the Author: Jennifer Manley is the Vice President of Government & Community Affairs at the Queens Library. In 2013 she was honored by the White House as a Champion of Change for her work in community affairs at the Queens Library.

Prior to joining the Queens Library, she served as the Queens Borough Director of the Mayor's Community Affairs Unit under Mayor Michael R. Bloomberg. Prior to that, she worked in community journalism, as a news and culture editor for the Queens weekly newspaper, the *Queens Chronicle.*

SERVICE FROM THE START

Queens Library has had a focus on reaching out and serving the special needs of new immigrants since the late 1970s. Its New Americans Program began by providing three services that served as introductions to the library: popular books and multimedia materials in the major immigrant languages, English classes and conversation groups, and cultural programs in immigrant languages.

Partnerships with ethnic organizations were important tools in identifying the needs of the newcomers, as well as in obtaining reading material and program information. They also helped establish a bond of trust between the library and the new immigrants.

The library employed a demographer in an effort to tailor collections in specific languages to specific neighborhoods. The effort was highly successful, and library services to new immigrants blossomed.

DIVERSE SERVICES FOR DIVERSE PATRONS

Today, Queens Library supports immigrants with free programs and services, ESOL and English literacy classes, job search resources, workshops on immigration laws, and so much more. We are located in every community with the infrastructure to support the diverse needs of our patrons. We deliver programs very cost-effectively and are geniuses at making great things happen with minimal resources.

For example, we have programs to help people start businesses and schedule primary healthcare. Our programs can assist foreign-educated professionals obtain credentials so they can practice in the U.S.

We have also found that new immigrants bond with each other at library programs, helping them regain the social support they left behind in their home countries. Our Friends program encourages new New Yorkers to become civically engaged, participating in democracy through legislative advocacy. Queens Library has Facebook pages in Spanish and soon in Chinese to help communicate what is happening in the library. We also make good use of the non-English press to help get the word out.

SKILLS TRAINING

Digital literacy and job readiness skills are important strategic focuses at Queens Library. New York City's economy has changed, and it is part of our mission to help create a job-ready workforce.

We recently had a Spanish-speaking customer come to our Job Information Center. She had tried to apply for a position as a maid in a hotel. She was told to submit her resume online. While she was well-qualified to do the work, she did not have a resume or computer skills, and she was not fluent enough in English to fill out the application. The library was able to assist on all fronts.

Thanks to a grant from the Charles H.

Major Languages Spoken in Queens NY

- English
- Spanish/Spanish Creole
- Other
- Chinese
- Korean
- Italian
- Greek
- Russian
- Tagalog

Speakers of Other Languages in Queens NY 54.4%

Speakers of English Only Queens NY 45.6%
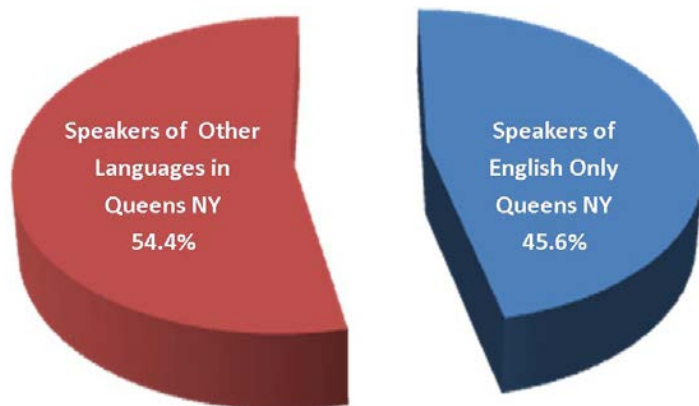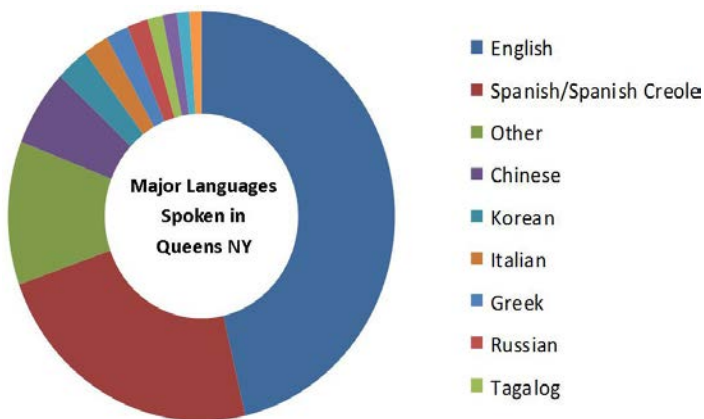
Revson Foundation, we recently developed JobMap (http://jobmap.queenslibrary.org), an online assessment tool that helps people set career goals. It then presents a ladder of free library workshops, resources, and services to help them achieve that goal.

NON-ENGLISH SERVICES

Queens Library offers basic computer workshops in several languages—including including Spanish, Chinese, and Bengali—which , are much appreciated and almost impossible to find elsewhere. Free library materials in languages other than English remain an important part of the service mix. The library has developed a network of niche publishers to supply what our readers demand. (Patrons can borrow *Windows 7 for Dummies* as well as Steve Jobs' biography in Korean or French!) We also have partnerships with suppliers and libraries overseas that help in collection development, procurement, and cataloging.

We currently offer digital books and magazines in a few languages, notably Spanish and Chinese. Many overseas publishers have not yet begun digital publishing, and material is simply not available. Queens Library is reaching out to potential partners to begin digitizing and supplying their material on our own e-platform.

SUPPORT FOR PUBLIC EDUCATION

We so often hear that a prime reason people emigrate is to ensure that their children get a good education. One of the most important benefits the library offers new immigrants is to help non-English speaking parents cope with and assist in their children's education. Through our Family Literacy Programs, library staff members coach parents on how to be advocates in their children's schools.

No matter how many years of school the parents may have in their native country, they cannot help their children with school work in English. The Library's Best Out of School Time Program provides activity assistants to help with school work and engage students in recreational activities.

Queens Library at Corona is in an overwhelmingly Spanish-speaking neighborhood. Each afternoon after school, every corner of the library is crowded with parents accompanying their children. While at the library, parents spend time with Spanish newspapers and with each other. The parents may engage in research projects of their own, take computer workshops, or practice self-directed English with toddlers in tow. These children will eventually grow into library users, too. It is a happy stew of multiple generations, using the library for lifelong learning and community-building, which is what we all want public libraries to be.

Another example of how library services change immigrant lives is Ernesto, a man of mature years who lives with his twin brother. They are from Panama. They originally came to the library's Adult Learner Program to learn English. (Ernesto recently took his high school diploma equivalency exam and passed it—in English!)

Through their interactions with the Adult Learner Program, the brothers met one of the library's case managers. These staff members, funded by a grant from the New York State Education Department, connect library users with outside partners who can assist them in obtaining various benefits as well as resolving legal and social service issues. Through the library's referrals, Ernesto and his brother were able to move into a better apartment.

Immigrants are often hesitant to call attention to themselves by asserting their rights, even when they are fully documented (which they often are not). With a clear mission and long-range strategy, Queens Library has designed an array of programs to help its immigrant patrons, regardless of status, educational and literacy level, or language skills. ■

Demand-Driven Acquisition in the Colorado Alliance of Research Libraries

» A pilot project yields statistics on usage patterns and costs among nine institutions in the Colorado consortia

BY **MICHAEL LEVINE-CLARK**

Academic libraries have embraced the concept of demand-driven acquisition (DDA) because it allows them to provide a much larger collection of e-books to their users than would ever be possible under a traditional approach. It has become clear over the past five years or so, as more and more libraries have adopted this model, that DDA is here to stay.

Though there have been some experiments with DDA at the consortial level, DDA has mostly been implemented by individual libraries on their own. This is not surprising, because there is a tension between a goal of demand-driven acquisition (pay for only the amount of use at the point of need) and a goal of consortial co-operation (save money by bundling purchases together). It is unclear whether these goals are complementary or competitive, but it is worthwhile to experiment with DDA at the consortial level to find out.

The first consortial DDA program was developed by the Colorado Alliance of Research Libraries (the Alliance) with netLibrary, and ran from 1999 to 2005. This program ultimately folded because the triggers for purchase were set too low. Under this program, the Alliance purchased any e-book with two uses, regardless of usage length, leading to acquisition of a large number of books that had demonstrated only limited demand.

Though this particular model proved unsuccessful, the Alliance remained committed to the idea of DDA and began exploring a new program with a more sophisticated DDA model, which had been developed by EBL and then adopted by ebrary. This model uses a free period of browsing, which allows users to determine whether the books will meet their needs, and then one or more paid short-term loans before purchase. For the Alliance pilot, we opted to have six short-term loans prior to the book's purchase.

The Alliance began discussion with YBP Library Services about managing a DDA pilot in the summer of 2011. As planning unfolded, we determined that a model similar to the one that had recently been adopted by the Orbis Cascade Alliance made sense. The Orbis Cascade project, also managed by YBP, supplied e-books from EBL and allowed for a set number of short-term loans before purchase. At the point of purchase, a pre-negotiated multiplier was applied to the cost of the book, allowing shared access for all members of the consortium.[1] Unlike Orbis Cascade, the Colorado Alliance decided to use two e-book aggregators, ebrary and EBL, and assign a set of publishers to each, which we believed would allow us to compare services between the two.
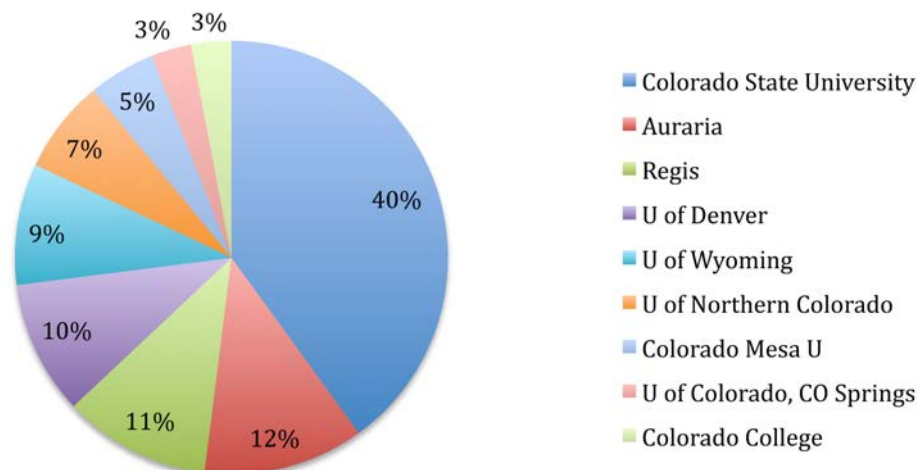
During the fall of 2011, we identified a list of academic publishers to work with and, based on our spending patterns, YBP recommended a multiplier of two for the nine participating libraries. We decided to ask for a higher multiplier (2.5) in order to make participation more appealing for publishers. From there, EBL and ebrary approached publishers, and ultimately ended up with a list of those willing to participate at our chosen multiplier rate **(see Table 1)**.

Unfortunately, after negotiation, the balance of publishers and titles was not evenly weighted between the two aggregators; EBL started off with far more of the content.

For the initial year of the pilot, we decided to share costs evenly for all member libraries. We recognized that this might not be an equitable model, since some institutions might end up subsidizing use for others; so one goal of the pilot was to come up with a fair cost-distribution model. For the first year, each library contributed $12,500, for a total of $112,500.

Table 1. Publishers

EBL	EBRARY
Continuum	ABC-CLIO
DeGruyter	Ashgate & Gower
Edinburgh University Press	Harvard University Press
Facts on File/InfoBase	Jessica Kingsley
Oxford University Press	John Benjamins
Princeton University Press	McFarland
Rodopi	Stanford University Press
SAGE (including CQ Press)	
Wiley (multiple imprints)	

Table 2. Spending in Year One (May 2012-April 2013)

AGGREGATOR	PURCHASE TYPE	AMOUNT	PERCENTAGE
EBL	STL	$24,248.82	
EBL	Purchase	$9,186.31	
EBL Total		$33,435.13	94.7%
ebrary	STL	$741.21	
ebrary	Purchase	$840.32	
ebrary Total		$1,581.53	4.5%
Cataloging		$310.00	0.9%
Pilot Total		$35,326.66	

Figure 1. Spending by Institution
Percentage of Paid Usage (by Institution)

- Colorado State University
- Auraria
- Regis
- U of Denver
- U of Wyoming
- U of Northern Colorado
- Colorado Mesa U
- U of Colorado, CO Springs
- Colorado College

Table 3. Distribution of Purchased EBL Titles by Institution

TITLES WITH A PURCHASE (N=50)	PAID USE	PERCENTAGE	ANY USE	PERCENTAGE
Titles Used at One Institution	14	28.0%	2	4.0%
Titles Used at Two Institutions	16	32.0%	4	8.0%
Titles Used at Three Institutions	16	32.0%	12	24.0%
Titles Used at Four Institutions	3	6.0%	13	26.0%
Titles Used at Five Institutions	1	2.0%	8	16.0%
Titles Used at Six Institutions	0	0.0%	7	14.0%
Titles Used at Seven Institutions	0	0.0%	2	4.0%
Titles Used at Eight Institutions	-	-	1	2.0%
Titles Used at Nine Institutions	-	-	1	2.0%
Average Number of Institutions	2.2		4.2	

The first books were available to our users in May (EBL) and September 2012 (ebrary). Though EBL records were available right away, records for ebrary books were not loaded until November 2012. By the end of May 2013, there were 3,644 titles available from EBL and 1,720 from ebrary. At the end of September, there were 4,016 from EBL and 1,815 from ebrary.

Spending in the first year (May 2012-April 2013) was heavily weighted toward EBL, which is not surprising given the disparity in the number of titles available and the delays in getting ebrary records into local catalogs. By April, we had spent only $35,326.66 of the $112,500 we had budgeted, with the vast majority of that (95 percent) going to EBL **(see Table 2)**.

In the first year, usage was also unevenly distributed across institutions. Colorado State University (CSU) had 40 percent of the usage, and no other institution accounted for more than 12 percent of usage **(see Figure 1)**.

Based on this uneven distribution and on an assessment of likely spending going forward, we added $40,000 to the budget for the second year of the pilot, with 50 percent of that amount coming from CSU and the remainder evenly split among the four institutions with the next heaviest use. We will need to determine a reasonable financial model for year three if we choose to continue beyond the pilot stage.

After one year, we have identified some very preliminary patterns of usage. Leaving ebrary, with its limited initial availability, out of the mix, it appears that most titles are not used across a range of institutions. Based on just the titles with enough usage to justify a purchase, we can see that the average number of institutions using a title is 2.2, below the multiplier of 2.5. But based on a broader definition of usage that takes into account the free browse period, the average number of institutions using a title rises to 4.2 (see Table 3).[2]

It is clear that titles were used, and it is clear that this model is affordable for the Alliance, but it is not clear yet whether DDA makes sense at the consortial level. Based on the combination of short-term loans and purchases (paid usage), it appears that the multiplier we have in place is too high. But adding in free usage shows that there is demand across a wider range of institutions than just paid usage would suggest. As these titles remain available to users and garner greater use in coming years, it is likely that the number of institutions using them will increase, making consortial DDA more appealing. We will be monitoring usage closely.

The Colorado Alliance of Research Libraries has now completed half of the second year of our demand-driven acquisition pilot. We are gathering additional data about usage and will be determining soon whether to expand or contract the program and how to allocate funding as we go forward.

DDA is tremendously appealing for libraries; this sort of pilot will help determine whether that is also the case at the consortial level. ■

ABOUT THE AUTHOR: Michael Levine-Clark is the Associate Dean for Scholarly Communications and Collections Services at the University of Denver's Penrose Library. With colleagues from the Colorado Alliance of Research Libraries, he founded the open access journal Collaborative Librarianship, and serves as co-editor for scholarly articles. He is currently serving as the co-chair of a NISO working group to develop recommended practices for Demand Driven Acquisition of Monographs and as the co-editor of the Encyclopedia of Library and Information Sciences, 4th edition. He writes and speaks regularly on strategies for improving academic library collection development practices, including the use of e-books in academic libraries and the development of demand-driven acquisition models.

FOOTNOTES:

1. Orbis Cascade Alliance. Ebook Working Group (2011+). http://wwworbiscascade. org/index/orbis-cascade-alliance-ebook-working-group (accessed 2 January 2014).

2. Additional statistics can be seen here: http://wwwslideshare.net/Michael-LevineClarkk/alliance-dda-alcts-ala-an-nual-2013 (accessed 2 January 2014).

Librarians as Learning Leaders

» Current market trends in technology, social media, and information accessibility are transforming the expectations of library customers

BY SANDY MAYER, TRACY COVEY, AND WENDI JO BOST

The Orange County Library System (OCLS) provides information, imagination, and inspiration to more than four million visitors annually who live, work, and play in Orange County, FL. The Orlando Public Library, situated in the heart of downtown Orlando, plus fourteen library branches throughout Orange County, provide a variety of print and electronic resources as well as programming and technology instruction to meet customer demands.

To that end, the OCLS staff has worked together to change the traditional library mindset and provide information in new ways.

REDEFINING ROLES

The rapid rise of the Internet, social media, and the digitization of books has led to changes in the types of inquiries library customers pose and their expectations when seeking information. Tech savvy, social networking, and mobile patrons demand reactions typical of a learning organization. In a library setting, a learning organization facilitates the education of its staff, continually transforms itself, and forces the re-examination of two fundamental questions: What is a librarian? What is a library?

To answer these questions, OCLS leadership realized that today's library requires cooperation and collaboration, open and reliable communication, and a culture of trust. These attributes are best fostered through a learning organization, which encourages shared leadership and professional collaboration among staff members.

The outcome was the establishment of bi-monthly Librarians as Learning Leaders meetings. Succinctly referred to as Triple L (LLL) meetings, the voluntary sessions are enthusiastically attended by OCLS administrators, department managers, and 75 percent to 80 percent of all librarians.

EMPLOYEE SURVEYS FOSTER CHANGE

The impetus for LLL grew out of librarian discontent and a desire by the administration and staff to move forward. Annual employee survey results indicated that librarians specifically were markedly dissatisfied with their work roles.

The administration responded by contracting with an outside consultant to work with administration and librarians. The consultant helped the two groups identify conflicts and learn new and more constructive ways to communicate with each other. Several months of working through issues resulted in increased work satisfaction and improved working relationships.

The results were confirmed on subsequent employee surveys. With the improved level of communication and trust, the administrative staff presented the idea of the LLL group. The goal and desire was to keep the group and the organization moving forward.

NURTURING A LEARNING ORGANIZATION

At the initial LLL meeting in 2007, administrative staff shared an article, "Attributes of Professional Learning Communities," authored by the Southwest Educational Development Laboratory (SEDL), a non-profit education and research organization (http://www.sedl.org/pubs/change34/4.html). The article showcased how successful learning organizations looked and acted. The article, written for teaching or educational organizations, was clearly applicable to a library.

Of the five attributes identified in the SEDL article, shared leadership is first on the list, underscoring the point that organizational change has to start from the top. Rather than responding solely to administrative goals, shared leadership posits that certain decision making, ideas, and trends should be presented to all members of the professional staff for feedback and consideration.

Librarians as Learning Leaders meetings bring together administrators, department managers, and librarians from the Orlando Public Library plus 14 branches throughout Orange County, FL. Following a recent meeting, the "Triple L" participants adjourned to the library floor to inspect and learn about a new piece of technology installed recently.

OCLS embraced these attributes as a way to cultivate its own learning organization. Since positive transformation would only happen if it is sanctioned from the top, the OCLS library director has been involved from the beginning. She continues to exhibit a commitment to explore ways to improve relationships and increase job satisfaction through shared teamwork and goal-setting. This is not an easy task. Library administrators needed to give up the notion of being seen as all-knowing or all-powerful. Librarians needed to give up the luxury of taking the stance that personnel or organizational issues are Administrative problems requiring Administrative solutions.

The LLL meetings have cultivated the growth of organizational development within the library by defining shared leadership and then nurturing professional collaboration among staff members who discuss, examine, and explore new opportunities for library services. All librarians are given the opportunity to participate candidly in conversations about professional development and trends in library services and products.

LLL meetings are facilitated by a Library Administrator. Professional staff is asked through e-mail to provide agenda items for discussion and a date is set for the next bi-monthly meeting. Librarians then arrange with their respective managers to attend the meetings which are held at the main library in downtown Orlando.

BARRIERS TO SUCCESS

The path to increased job satisfaction and organizational growth has not happened without barriers that needed to be addressed and overcome on both a personal and organizational level. Initially, mutual distrust, an ingrained "they versus us" mentality, and suspicion of library leaders' intent were the biggest hurdles.

Although there is no quick and easy formula to erase these perceived barriers, time, sharing, and respectful encouragement by administrators and librarians attending the LLL meetings have eased tensions.

Managers at the various OCLS library locations have been key factors in nurturing staff to embrace the learning organization concept. Organizationally, the branch and department managers are the direct supervisors of librarians. They need to be supportive of the librarian's time away from their locations to attend LLL meetings or to work on other projects and be willing to resolve schedule conflicts involving overall library functions.

Therefore, keeping managers in the information loop about the LLL group is essential. Even now, especially in these economic times of doing more with less, a perceived lack of time and schedule conflicts still remain true barriers to a thriving LLL.

CREATING SERVICES WITH VALUE

Librarians as Learning Leaders gather regularly at OCLS for professional engagement, using the energy of collective creativity to discuss and implement innovative ideas and projects for the residents of Orange County.

During a typical LLL meeting, discussions may range from grant writing opportunities and eGovernment issues and services, to creating content for the library Web site and teaching customers how to download digital media to their computers and mobile devices.

Discussions have focused on emerging trends in public libraries, such as makerspaces and fablabs. Through these reconfigured spaces, children, teens, students, and adults who enjoy building and creating in various forms—Lego brick-building, music engineering, inventing prototypes, for ex-

ample—can explore and develop skills and create content unique to their individual needs using the library's resources.

The LLL meetings have produced several subcommittees that oversee the following new projects.

EPOCH: Recently, the library was awarded a National Leadership Grant from the Institute of Museum and Library Services (IMLS) to develop and implement a free, library-based, community digital obituaries repository, called Electronically Preserving Obituaries as Cultural Heritage (EPOCH). The idea was first shared at a LLL meeting by a librarian who observed how obituaries in local newspapers traditionally provided rich genealogical and historical information to help researchers and community members understand their heritage.

In recent years, however, the number of local newspapers has decreased, and the cost of publishing obituaries in the remaining papers has increased significantly. As a consequence, a key source of historical information for many communities is in danger of disappearing.

As a result of this suggestion and the efforts of those who worked to make the vision a reality, family and friends of a deceased loved one can submit detailed obituaries through EPOCH as an ongoing tribute and a preserved document of their local heritage.

Digital History: Another tangible result of the LLL meetings is the library's involvement in *Orlando Memory,* a digital library of local heritage and history. Residents can add their unique stories to a growing database of Orlando history and events to create a mosaic of memories for future generations.

Librarians were trained in ways to make these entries meaningful and productive. The training focused on learning computer

technology and software for editing and capturing video and audio interviews, adopting best practices for conducting interviews, and using scanners, video, and digital camera equipment.

Database Champions: This term was coined at a LLL meeting to describe the important role of librarians in promoting the online resources in the library to staff and customers. They also provide practical feedback about vendor webinars, usage statistics, and future purchasing or renewal decisions.

Downloadables Support Team: This group of OCLS librarians monitors and answers technical support questions from library customers regarding various downloadable media platforms like OverDrive and Axis360. As a new service, the team brings together the knowledge base and technology skills of librarians who can provide feedback to other staff on digital product testing and strategic planning for new digital services.

This team originally included personnel from the Library's Information Systems Department's and Technology Education Center (TEC). Now it includes frontline librarians who are best suited to field these types of questions and share technological skills with customers and staff.

Biz Team: This group of librarians actively promotes and markets business resources available at the library, including business databases, computer classes, eBooks, conference room or classroom rentals, and the Small Business/Big Ideas series. They reach out to potential and existing customers at community job fairs, the National Entrepreneur Center (which is headquartered in Orlando), the University of Central Florida Business Incubators, the chambers of commerce, the Entrepreneurs Academy at Rollins College in Winter Park, FL, and various other local business groups and summits.

LIFELONG LEARNING

The lifelong learner concept is a reflection of the learning organization and learning leaders focus at OCLS. The library offers more than 1,000 classes per month at 15 locations. The program, which received the 2011 American Library Association Library of the Future Award, offers nearly 200 unique curricula, ranging from an introduction to the computer mouse and keyboard to creating Web pages in HTML 5.

Through a generous gift from the Kendrick B. Melrose Family Foundation, the library is further demonstrating its commitment to this concept through the development of the

The Librarians as Learning Leaders program has embraced emerging trends in public libraries, and the results have yielded tangible outcomes. Staff at all levels express greater job satisfaction and continue to develop as self-motivated and committed librarians.

Dorothy Lumley Melrose Center for Technology, Innovation and Creativity. Named for Mr. Melrose's mother who had a strong interest in emerging technologies, the center will be located in a 20,000-foot space on the Orlando Public Library's second floor. A theatre will allow experts in various fields of interest to make group presentations.

The center will greatly expand the educational opportunities that OCLS can offer. Through available hardware, equipment, software, support, and programming, the center's staff will work to foster an environment where the community can share their talents and work together, creating a new synergy in an environment of discovery.

Currently, the center offers four key services:

- Video—the creation, production, and editing of video, including green screen capability;
- Audio—sound recording and mixing;
- Fabrication—design creation and production through equipment such as 3D printers to support the maker movement.
- Technology Exploration—taking advantage of platforms like Arduino or devices like Raspberry Pi, stimulating interest in the STEM disciplines (science, technology, engineering, and mathematics).

The role of the Center is not to compete with professional or formal education in Orange County. The intent is to provide new and amateur enthusiasts with an opportunity for hands-on exploration, experimentation, and experience with a focus on open source resources.

THE FUTURE

Librarians as Learning Leaders started as a venue to re-examine the role of librarians within the OCLS organization, and to implement shared leadership and collaborative relationships between librarians and administrators.

Today, LLL meetings provide fertile ground for professional growth, greater organizational strength and vibrancy, and a wonderful sense of ownership in the goals and objectives of the library system as a whole.

Through shared learning experiences, collective creativity, and a common vision for the library, the LLL network remains an innovative and creative learning organization of value to the library. Its information professionals enjoy greater job satisfaction and are resilient to and ready for inevitable changes in customer inquiries, technology, and information accessibility—the future of the library. ■

ABOUT THE AUTHORS: All three authors work in various capacities for the Orange County Library System. Sandy Mayer is the Librarian at the Southwest Branch Library. Tracy Covey is the Librarian at the Herndon Branch Library. Wendi Jo Bost a Public Service Administrator.

REFERENCES:
http://www.sedl.org/pubs/change34/4.html

RFID: What is Your Strategy?

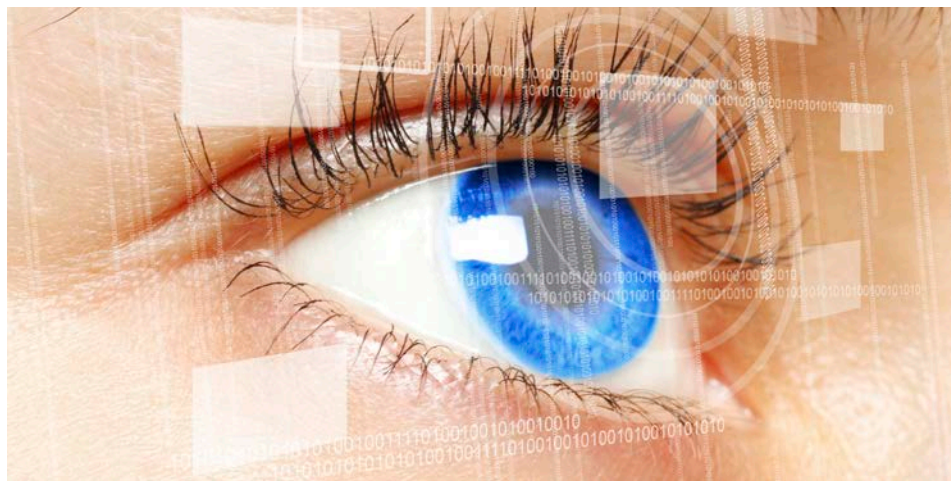## » The equipment doesn't make the change happen!

BY LORI BOWEN AYRE

Lately, I've heard about a lot of materials handling projects that have lost their way. Very often these projects involve big investments in equipment. But they also require a strategic vision to be implemented successfully. And that strategic vision needs to come from a range of stakeholders, including patrons, trustees, and of course, staff.

Without bringing people together behind a shared purpose for implementing a big automated materials handling project, the decisions and changes that need to be made to ensure success won't come. The technology may be in place out on the floor, but that isn't enough to make the initiative successful.

Let's use RFID as an example. To successfully roll out RFID, it is critical to establish a clear set of priorities for doing so and to continually make choices based on those priorities. Decisions must be made about how the system will be configured to suit the workflow you want to use. Remodeling may be required to locate equipment where it will be most effective. Signage and patron assistance will be required. Oftentimes, circulation policies need to be modified or materials security strategies need to change.

What data needs to live on the RFID tag versus the ILS? How many staff workstations need to be RFID-enabled? Will self-check machines be upgraded or replaced? Where should the machines be placed and how many will accept cash? And, most importantly, what exactly will staff be doing after all this equipment is in place? Where will the new staff-patron interface points be and what training will be required?

Just purchasing an RFID system doesn't guarantee that anything will change. In fact, many libraries have proven themselves to be quite adept at purchasing a very costly RFID system without changing anything. I've heard more times that I like to admit that libraries are still checking in items one at a time or patrons were instructed to check-out items individually. If improving workflow for staff was the objective, continuing to use the RFID reader like a barcode scanner isn't going to do the trick!

I've heard libraries complain about false alarms at their security gates following implementation of RFID. If an improved material security environment was the objective, false alarms at the security gates are the last thing anyone needs!

To be effective, RFID implementations must be based on a strategic vision that carries through all aspects of the rollout, including procurement, implementation with the vendor, quality control and testing throughout deployment, and ongoing evaluation once the system is operational. Prior to procurement, administrators must work with staff to establish the need for the change and get their support for making the investment. If they have taken part in creating the strategic vision, they will support the changes that need to be made.

Once a library has a vision for what it wants to do, the strategic planners can move to the next steps. Establish a clear set of priorities and develop a plan for how the technology helps bring that vision to life. Use the vision and the library's priorities throughout implementation as signposts to guide every choice. Set up metrics that can be used to measure progress toward the goals.

Metrics will reveal whether adjustments need to be made. Without metrics, you can't even be sure you've made a change! Are you increasing the number of self-service transactions? Have you freed up staff to do more patron-facing work? Have you reduced the number of touches and streamlined the materials handling workflow? Have you reduced the time it takes to get returns back up on the shelf? Are you making the staffing adjustments you need to make?

Too many libraries think that RFID, sorters, self-check-out machines, and self-check-in machines are magic. They are not magic. They do certain things well and can be used to support changes the library wishes to make in how to deliver services. They can free up staff to do new things. They can create opportunities for patrons to interact with the library differently. But they only play supporting roles.

The equipment doesn't make the change happen. The changes have to be made by the people with the vision for how to transform the library, provide new services, change staffing levels, introduce new service models, and streamline workflows. ■

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Evidence-based Library Selection Management

» An overview of available tools and metrics.*

BY FINBAR GALLIGAN AND JALKE KENNIS

Over the past few years, many libraries across the world have seen their budgets cut, sometimes quite dramatically, and now face increasingly difficult decisions regarding purchases, renewals, and cancellations of academic content. This can be a demanding process because decisions must be made with limited and imperfect information on the value each title provides to the library. However, there is a powerful range of metrics that are particularly useful for assessing the value of e-journals and that enable librarians to approach selection management with real confidence.

Selection management encompasses everything from the validation of useful data and systematic analysis to the actual selection and acquisition of content. It enables librarians to make sound, evidence-based decisions.

A major pressure on libraries is to balance the budgetary concerns of their institution with the demanding content requirements of researchers and students. There is no exact science to managing the selection process, but when librarians have the necessary components, the task can be completed effectively and efficiently.

Institutional budget cuts can have a number of implications for a university library. When departments are competing ferociously for their share of limited and even declining budgets, librarians must make difficult decisions about which content will be cut from their collections and where those changes will be applied. In addition, libraries are under increased scrutiny to demonstrate that all content decisions have a sound evidence base that makes the best use of the available budget and demonstrates a clear return on investment for the institution.

Therefore, it is increasingly important that librarians are able to determine and demonstrate the value that any journal or monograph title brings to their library.[1] This article examines various metrics at the librarian's disposal and how, when combined, they provide the evidence required to support the selection management process.

COMMON ISSUES AND ROI
When it comes to day-to-day spending, most institutions are concerned that end users, including students, faculty and researchers, should feel the impact of cuts to services as little as possible. To achieve this goal, the institution needs the greatest possible value for its money. Return-on-investment (ROI) is a complex metric under these circumstances,[2] but there is a growing body of study on how best to achieve it.[3]

Put simply, ROI is the quantifiable financial return on the investment made. Much of the value of the library, in contributing to learning outcomes and to the quality

of research output, is arguably difficult to quantify in this manner. However a study at Cornell University found that "even a partial list of how the Cornel University Library (CUL) is used every day shows that we generate more value than how much money is expended on supporting our operations."[4] The study offers a useful model for other libraries to begin make their own ROI estimations.

The move to electronic delivery of library resources allows librarians to access comprehensive statistics about the usage and value of the library collection, statistics that contribute to making these ROI calculations.

USAGE STATISTICS

Although detailed usage statistics are now available to librarians on almost any title, collating, deciphering, and understanding the context and value of these metrics can be complicated. Without the right tools, analyzing this information can be tedious and difficult. It may be fairly simple to find an individual measurement for an individual title, but librarians need to employ tools to assist them in assessing a variety of metrics across their entire collection.

Gathering this vital information and undertaking analysis with reference to specific contractual obligations gives librarians a complete overview on the value of the journal collection. Each individual metric then becomes far more useful for collection management.

Historically, a large proportion of the budget of many institutional libraries was reserved for purchasing serials. When these were all provided in print they were often used within the library building, so there were no borrowing records to see what use was being made of them. In some cases simple sign-and-date sheets were used to track the usage of a print journal but for many librarians the inability of library patrons to put away their materials provided the only reliable insight into usage. If it was left on a desk it had been used; if it was on a shelf then maybe it hadn't.

This has changed with the rapid rise of digital reading, and different methods can now measure the value and importance for end users. Just as Web sites track the number of visitors and their behavior, online resources give librarians unprecedented information about the use of digital journals and books. This information is vital for making selection decisions.

Additionally, the measurement of usage is more subtle than simply recording which resources are the most read. When making selection decisions librarians are always balancing the competing priorities of different patrons. Journals of relevance to a large department, where a number of different courses overlap, have to compete with smaller subject areas that only need one or two key titles. But the digital age has provided yet another benefit—multiple opportunities for recording how resources are being used.

STANDARDIZING USAGE STATISTICS

From the outset, most publishers provided statistics about usage of their electronic resources. However, the radically different technologies and measurement models used across publishers made it hard for librarians to use these statistics in a meaningful way—for example, to provide comparisons of usage of different publishing platforms to evaluate their respective performances. It was also difficult for publishers to know which elements of their statistics would be the most useful for librarians.

Two initiatives, the SUSHI protocol and Project COUNTER, sought to address this issue by creating standardized usage statistics and reports to make comparing usage of different titles a far simpler task.

The SUSHI (Standardized Usage Statistics Harvesting Initiative)[5] protocol defines a standard so that usage data can be collected. By automating the collection of data, SUSHI encourages publishers to adopt the defined standards, making statistics easier to compare. This standardization between publishers is taken further by Project COUNTER, which defines and maintains the reports that librarians actually get to see.

Project COUNTER (Counting Online Usage of Networked Electronic Resources) has become the standard for many librarians when looking at usage statistics. The project sets "standards that facilitate the recording and reporting of online usage statistics in a consistent, credible, and compatible way."[6] Because of the wide adoption of its code of practice, COUNTER-compliant statistics allow librarians to make comparisons among publishers. Meanwhile, publishers know that they are providing statistics that are useful for librarians in a format that they can understand.

The industry standard for a "use" of a journal article is a full text PDF request or a full text HTML request. E-resources can be delivered to end users in a number of different formats and COUNTER reports deal with this variation by defining both a full text PDF request and a full text HTML request as a use, while also including other formats, such as PostScript, in the total number of views. In this way the vast majority of usage through HTML and PDF can be examined separately, but other instances of use do not drop out of the total figures.

COUNTER statistics have undoubtedly been a success in helping librarians evaluate online resources. An agreed code of practice does not, of course, make all publishers, or all published material, the same. Nor does it prevent librarians from having to log in and out of different publisher platforms and undertake manual aggregation of data to make it meaningful to their own holdings. However there are now tools that do just that, allowing librarians to make the most of the potential of standardized reports for comparing titles.

Usage statistics are undoubtedly an extremely useful element when making selection decisions. But while publishers issue statistics about the usage of online resources, librarians need to make decisions about entire collections. Every subject will have holdings of journals, databases, and books, and the value of each must be weighed against one another. Usage statistics become more powerful when examined in the context of another important measure of value--cost.

COST AS A MEASURE OF VALUE

The total cost of a title, either a book or a journal, can be an elusive figure to pin down. For a book there is the question of how quickly a title will go out of date--is this a book that will remain relevant for a year or a decade? For a journal, even aside from the complexities raised by a "big deal," there is the matter of the number of issues per year and the terms of the contract. In some disciplines, texts become out of date very quickly; in others standard works are relied upon year after year. Costs can be annualized, but the many different sales models for different publishers and titles all add confusion to any process of determining cost. It is not always easy for librarians to uncover the factors that create a need for resources to change, all of which create complexity for the librarian even when using annualized costs as a guide.

Library and departmental budgets change, and publisher prices are not static.

Application numbers to specific courses rise and fall. Individual academics move among institutions, taking specialized research interests and courses with them. Failing to take this dynamism into account could potentially lead to a collection with unread titles, even if the initial assessment of need and value was done with experience, insight, and great professional judgment.

It is also important to note that cost is not the same as value. Value is found in how useful library patrons find the work, how many times they read it and cite it, or how central it is to courses running throughout the institution, for example. Sitting down to compare cost without reference to usage runs the risk of cancelling expensive titles that are essential to many library users.

COST-PER-USE

At its simplest the measure of cost-per-use is the total cost of a journal divided by the total number of full text requests. Since it takes into account the relevancy of the title to the library end users, as evidenced by the number of times they've chosen to access it, cost-per-use provides a measure of value to the end user. Because of this immediate indication of value, cost-per-use is particularly effective in making comparisons among publications, even across different subject areas. It can also inform decisions on how to purchase content. Content with low usage and a high cost may be better acquired through a pay-per-view model, while content with high usage levels may offer the greatest value when purchased through a subscription, even if the cost of the title seems at first glance to be quite high.

It is also worth noting that when considering cost-per-use some libraries may keep providing a title where the cost-per-use is high, if the usage itself is at a volume that would place a burden on the Interlibrary Loans service if the title were cancelled.[7]

Turning to a pay-per-view purchasing model gives an institution the chance to open up access across titles that have previously not been purchased because they have been deemed to be too expensive or not relevant enough to end users. When the library at Lafayette College[8] turned to a pay-per-view purchasing model, for example, the librarians discovered that two journals previously rejected on the basis of their high cost climbed straight into the top ten journals. Clearly, end users found these titles useful enough to merit the higher cost of a subscription.

CONCLUSION

Academic libraries are pivotal in their contributions both to learning outcomes and to the wider research goals of their institution. Each institution is unique and each library collection is the result of creating a delicate balance between competing departments and end user needs. As the needs of the end users change over time, so does usage of library resources. Library collections must therefore be dynamic, constantly adapting to deliver the resources end users need.

Greater scrutiny of budgets and spending demands more evidence-based decisions on library content acquisitions, so the selection management process is paramount. When available resources are under pressure, there is greater scrutiny of budgets to ensure that expenditures support strategic goals and deliver a benefit that is relevant and visible to end users. With this additional scrutiny comes the need to provide evidence that demonstrates the reasons for spending decisions to institutional management committees that control spending across university departments and services, including the library. Maximizing the effectiveness of library spending is an essential response to stagnating budgets.

There are many different ways to assess the value of a library collection. Usage figures allow librarians to see which content is actually read by end users. With greater standardization, these statistics also allow librarians to compare titles from different publishers. Cost and cost-per-use data provide a framework within which librarians can make selection management decisions that balance the needs of different end users against the available budget. Impact factors add further, more qualitative information about the reach and importance of publications, which is now supported by novel quantitative indicators such as altmetrics.

If examined alone, each metric cannot provide librarians with enough data to properly inform their decision making, but brought together they provide great insight into the value of different titles within the library collection. When this complete picture is achieved from the combination of metrics, an ROI calculation becomes more feasible and valuable. ∎

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FOOTNOTES:

[1] International Federation of Library Associations and Institutions Key Issues for e-Resource Collection Development: A Guide for Libraries, http://www.ifla.org/files/acquistion-collection development/publications/ifla_electronic_resource_guide_draft%20for%20comment.pdf

[2] Library Journal, What Academic Libraries Contribute to Productivity, http://www.libraryjournal.com/article/CA6676486.html

[3] Council of Australian University Librarians, Return on Investment and Value of Libraries – Bibliography http://www.caul.edu.au/caul-programs/best-practice/cqaac-resources/value-of-libraries

[4] Cornell University Library Research and Assessment Unit Blog: Library value calculations: http://research.library.cornell.edu/value

[5] Standardized Usage Statistics Harvesting Initiative (SUSHI) http://www.niso.org/workrooms/sushi/

[6] Project Counter http://www.project-counter.org/about.html

[7] Library Journal, Looking at Usage Data and Alternatives, Wellesley College Prepares for Journal Cancellations, http://www.library-journal.com/article/CA6723367.html

[8] Making the right choices: Pay-per-view use data and selection decisions, Michael Hanson and Terese Heidenwolf, College and Research Libraries News, December 2010 71:586-588 http://crln.acrl.org/content/71/11/586.full?sid=7d82b1e9-8aa9-4e28-ab81-0bdbbb4b8d52

Tiered Digital Reference at Lippincott Library

» Online resources help diverse users navigate and delve into multiple business databases

BY CYNTHIA L. CRONIN-KARDON

Academic business libraries typically make scores of digital resources available to students and faculty. The interfaces to these resources range from the easy-to-use to the nearly opaque. Business literature databases, such as EBSCO's Business Source Complete and Proquest's ABI/Inform, have fairly intuitive search engines. At the other extreme, financial databases such as Bloomberg, S&P Capital IQ, and FACTSET often require instruction if they are to be used at all.

In general, the more powerful the database (the more things it can do) and the more specific the subject, the more instruction the novice user requires.

Business librarians respond to the need for database instruction in two ways:
- Personal instruction, including tutorials, formal classes, phone, IM, and e-mail
- Virtual instruction, preparing documentation for using the system, including FAQs, guides, and blogs.

Personal instruction is always preferred, but is not always available. And librarians will be the first to admit that much of the instruction they give is repetitious and could be made virtual.
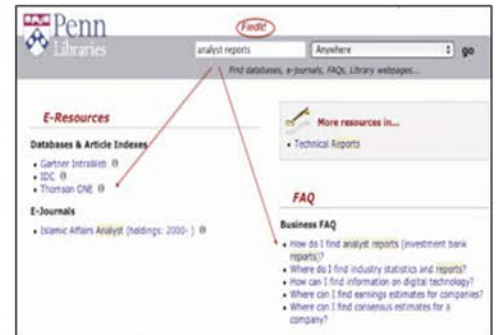
A serious problem with providing virtual instruction, however, is that it tends to be either too specific or not specific enough. For example, a student who only wants to know where she can find the average weighted cost of capital for a certain company is forced to wade through an entire video on using *Bloomberg*. Another student who wants to find investment analyst reports is given a link to *Thomson One*, told to click on "Company Research," and is left with finding his way through a cryptic interface.

Lippincott Library serves more than 5,000 students, staff and faculty of the Wharton School at the University of Pennsylvania (see box). All users have varying degrees of knowledge regarding the library's databases.

The librarians providing reference services to this diverse group of users face numerous challenges:
- Collection Size: The business collection includes more than 125 business databases.
- Complexity: Many databases are difficult to use.
- Availability: On-site library assistance is not always possible.
- Access: Not all users are on campus.
- Literacy: Users have varying levels of need.

1: FINDIT
- Entry point
- Most basic help
- Links directly to source
- Links to FAQ

2: FAQ
- Intermediate
- Limited instruction
- Links to blog
- FAQ used over 70,000 times last year. Blogs created for most used FAQs

3: BLOG
- Datapoints Blog
- Detailed instruction
- Illustrations
- Links to related material

TIERED DIGITAL REFERENCE

To address the issues the library has achieved some success in giving the user a degree of control over the amount of virtual information provided with the use of a linked combination of instruction and finding aids. There are three components in this sequence.

FINDIT—a digital finding aid developed by the University of Pennsylvania Libraries. FINDIT allows users to search of all of the

How It Works

The question "How can I find Analyst Reports" is the most frequently asked Business FAQ with more than 2,000 hits a year. Here is how a user can make use of the combination of resources to find the appropriate level of information regarding "Analyst Reports."

Most Basic: Through FINDIT, you can type "Analyst Reports." The image below shows a search for Analyst Reports. You then have two options. If you know that *Thomson One* is the appropriate data-base for your needs, you can simply click on the link to *Thomson.* If not, click on the Business FAQ question.

Next level: The FAQ question provides more information as well as a link to Thomson and to other resources for Analyst Reports.

Most detail: The FAQ question provides a link to the Lippincott Blog spot on analyst reports. The blog gives added informa-tion, including step-by-step instructions on using Thomson One to retrieve and download Analyst reports.
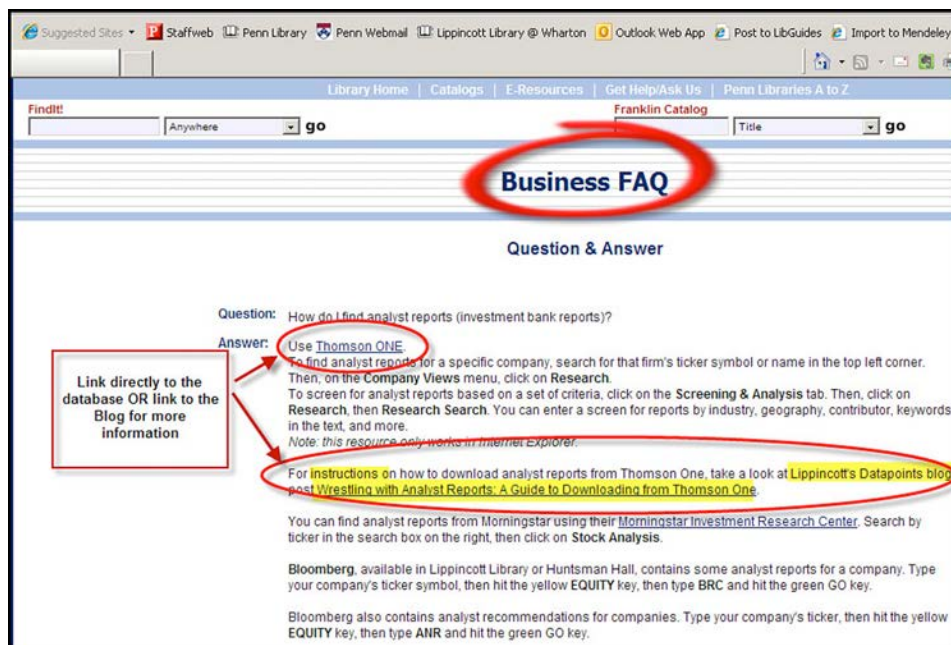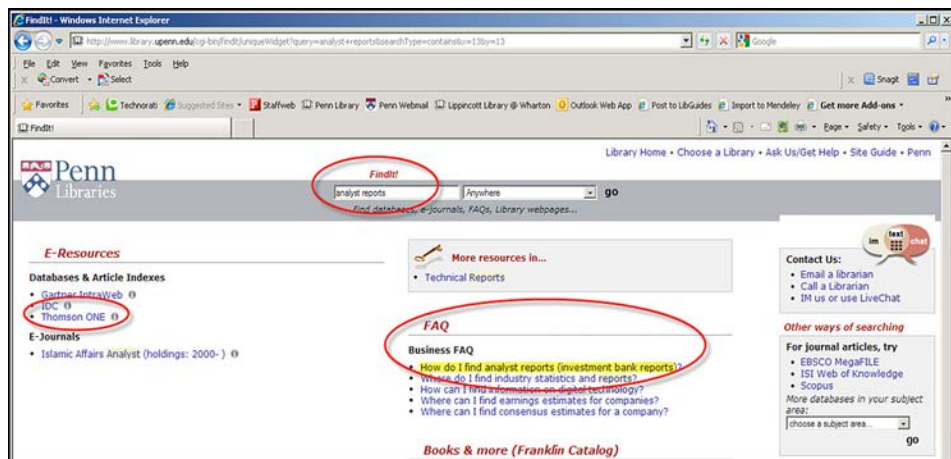
library's' resources, including
- Resource Locator, for identifying e-journals, databases, online dictionaries, and other resources.
- Research Guides
- Franklin, the Penn Library online catalog
- Vcat, the Penn Library video catalog
- Library A to Z Web pages, which includes library hours, borrowing information, and library floor plans
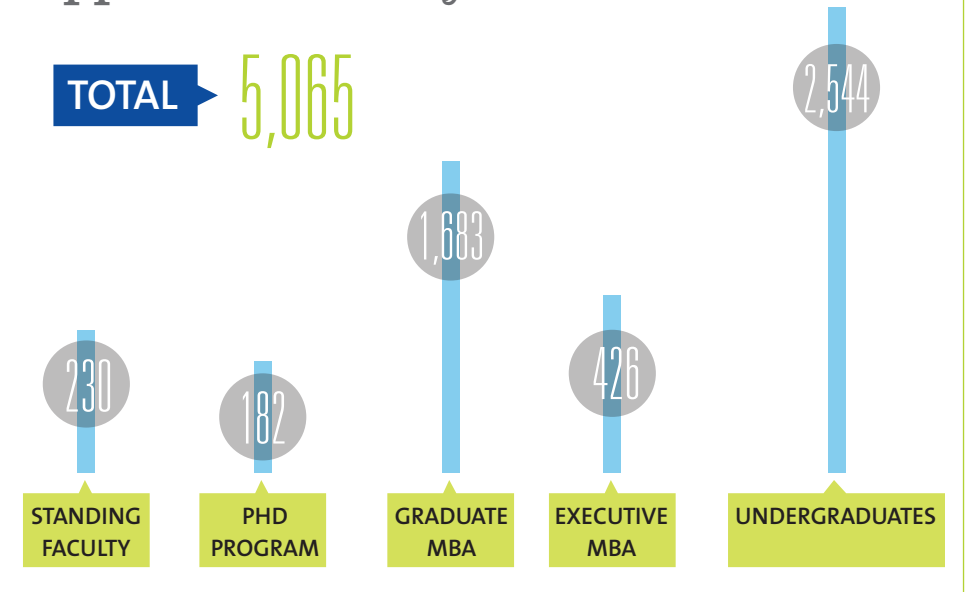- Penn Library FAQ
- Penn Library Staff

FAQ—the Business FAQ is another digital tool developed by the Penn Libraries and maintained and updated by the Business Librarians. With more than 600 questions and thousands of links, a user can query the FAQ for many business topics. The Business FAQ was accessed 70,000 times in the past year.

BLOG—Lippincott's blog, *Datapoints*, has been in existence for the past year. Librarians create weekly blog posts on a variety of topics. The emphasis is on new resources and technical issues such as the use of Bloomberg Launchpad. To date, the blog has had 13,000 visits.

RESULTS

Lippincott Library's Tiered Digital Reference provides a tailored solution to the challenges of reference service. For both the users and the librarians, it has enhanced services while making the best use of staff resources in the following ways:

Breakdown of Lippincott Library Users

TOTAL ▶ 5,065

STANDING FACULTY	PHD PROGRAM	GRADUATE MBA	EXECUTIVE MBA	UNDERGRADUATES
230	182	1,683	426	2,544

- Access: It is available 24 hours a day from anywhere, thus expanding the library's reach.
- Promotion: It highlights library resources and additions to the collection.
- Flexibility: It provides assistance for various levels of need.
- Feedback: It makes the tacit knowledge of librarians explicit to users in the easiest possible way, an important aspect of reference work .
- Monitoring usage statistics: Collecting statistics on Blog posts and FAQ questions as well as Libguides , chat questions, and e-mail helps library personnel identify those subjects that require more detailed levels of virtual reference. ■

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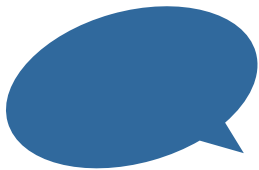
In general, the more powerful the database (the more things it can do) and the more specific the subject, the more instruction the novice user requires.

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