

» A library is not a luxury but one of the necessities of life. HENRY WARD BEECHER

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» How the NYU Ehrman Medical Library responded to and recovered from Superstorm Sandy.*

BY ANGELA M. ANDRES, LOU DI GENNARO, AND LAURA MCCANN

Superstorm Sandy made landfall on October 29, 2012, just south of New York City. The New York University (NYU) Langone Medical Center, situated on Manhattan's east side, was hit heavily by the storm surge, which flooded the center's lower levels and caused power outages throughout the facility.

Throughout the evening of October 29 and into the morning of October 30, Langone patients were evacuated. Once all patients were moved, work began immediately to assess damage to the center's electrical and mechanical infrastructure, its clinical and research facilities, and the Frederick L. Ehrman Medical Library.

Located on three floors in the medical center, the library is a vital part of the

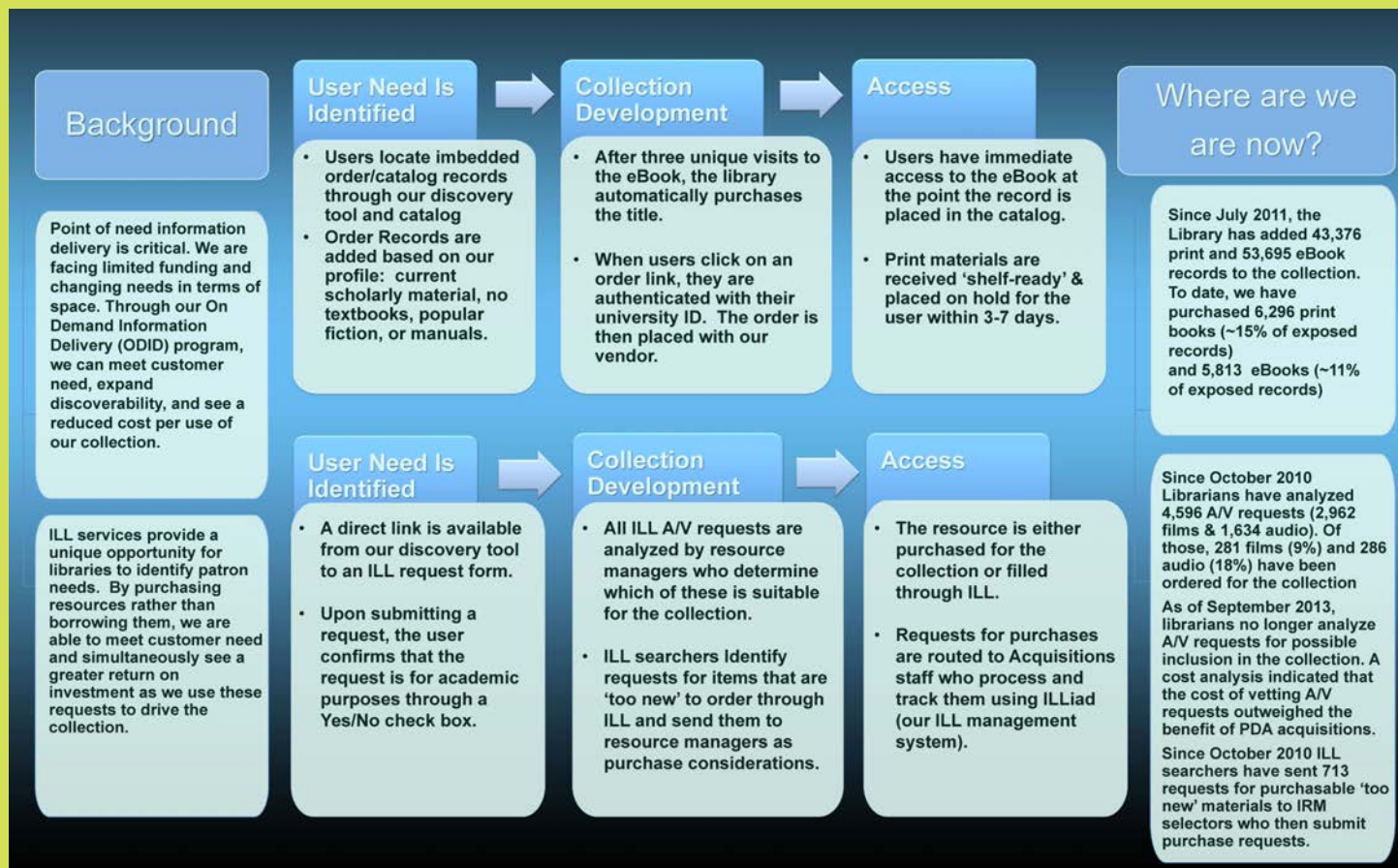
NYU Health Sciences Libraries, providing academic and research support for students and staff of the Langone Medical Center and the NYU School of Medicine. The collection includes monographs and serials (print and electronic), reports, audiovisual materials, digital resources, graphic materials, rare books and pamphlets, and an historically important archival collection.

The basement level of the library was completely submerged by a two- to three-foot surge. The ground floor level took on a minimum of one foot of floodwater. While not affected directly by the storm, the mezzanine level did not have power or environmental controls. The resulting electrical outages compromised the library's servers, disrupting access to digital resources and e-mail.

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Patron-driven Acquisitions

» Bridging the Boundaries of Need and Access to Information Resources



BY ANDREW SEE

The University of Arizona (UA) Libraries employs a 21st century user-centered approach to information resource management. As a part of that program, we have adopted Patron-driven Acquisitions.

Fundamentally, the program is based on the model of users as the drivers of library acquisitions. By embedding order records in the library catalog and by identifying user needs through interlibrary loan

requests, the library is able to acquire targeted information resources that more efficiently meet the research needs of our users. This service significantly enhances the user experience and allows the UA Libraries to see greater use of our resources. ■

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Courtesy of NYU Health Sciences Libraries

On November 1st, continuing power disruptions throughout the city virtually shut down public transportation. Undaunted, Laura McCann (Conservation Librarian) and Lou Di Gennaro (Conservation Technician for Special Collections) from NYU's Barbara Goldsmith Preservation and Conservation Department, set out on foot across the Brooklyn Bridge to the medical center to begin damage assessments there.

Equipped with headlamps, personal protective equipment, a digital camera, and assessment forms, the conservators surveyed the library space. They entered the library at the mezzanine level and encountered a damp musty odor and high humidity. On the ground floor, the water had subsided, but a dirty tide-line, about a foot and a half high, was visible along the walls. On-site library staff informed the conservators that standing water was still present in the basement level, which contained printed monographs and serials and Medical Center archival materials in flat files.

"This was not an emergency," says McCann, "it was a disaster." Library Director Neil Rambo also was able to walk to the site. "The situation was relatively simple since it was so drastic," he says. Power and communications were knocked out in the entire Medical Center. "It was not a matter of all hands on

deck," says Rambo. "It was a dangerous area, and the Medical Center administration was advising people to stay away."

After a quick assessment of books shelved in open cabinets and rare books and archives around the mezzanine, the staff and conservators went down to the ground floor. The carpet was still damp, ceiling tiles had fallen, and books audiovisual materials and computers were completely wet. In the cataloger's office, the conservators discovered two record carton boxes of rare and valuable pamphlets on the floor that had been submerged and thrown about by the force of the water. Luckily, a number of early printed books, some in their original leather and vellum bindings, escaped the rush of water.

Access to the basement level was prevented by standing water in the stairwell. With the possibility of biohazards from adjacent research facilities, the conservators and library staff quickly determined that the risk to personal safety was too high to pursue an assessment of this lowest level.

RESPONSE PRIORITIES

With the initial reconnaissance completed, the group planned immediate response actions. The first priority was to formalize a contract with Belfor, the disaster response company that was already on the scene at

the Medical Center. Belfor began to oversee the salvage of library materials and remediation of the physical spaces. According to Rambo, the company had worked with Tulane University in New Orleans post Hurricane Katrina, "so they knew what the needs were and were quite knowledgeable."

The next action for the library staff was to define salvage priorities. Aided by a recent collection management project and the library's disaster management plan, they determined that the first priority would be archival material, rare books, rare pamphlets, interlibrary loan items, and computer processing units. The second priority was the dry library material on the second floor. All other wet materials were determined to be replaceable and were not selected for salvage.

Because of the high humidity in the facility, the conservators were concerned about a potential mold breakout on the mezzanine. The library staff monitored environmental conditions with battery-operated equipment. Adjacent windows and doors were opened to take advantage of the cold, dry conditions outside.

Once salvage priorities were defined, the group met with Belfor staff to plan the recovery. Access to the basement was still restricted while industrial hygienists and

Library Emergency Response Kits

A variety of Emergency Response Kits are available commercially. However, the conservators from New York University's Barbara Goldsmith Preservation and Conservation Department, and staff of the Ehrman Medical Library found that certain items in their kits were especially helpful in recovering quickly from the disaster.

Health and safety supplies, including rubber gloves and face masks, as well as plastic sheeting, tape, sponges, and blotters were put to use immediately. Also, totes, including plastic crates that could be stored collapsed but assembled quickly, were used to carry wet materials.

Tex-Wipe, strong, non-woven reusable fabric made from polyester and absorbent cellulose, waxed paper, and self-sealing polyethylene bags proved to be indispensable for wrapping wet materials before freezing. Sturdy scissors that could cut through these materials as well as plastic sheeting received a lot of use. And marking pencils and labels helped keep track of whether items were stored, moved, or sent out of the library.

While cell phones could be used to visually document what was happening, insurance requirements called for written documentation of the damage—meaning paper and pencils needed to be accessible.

Conversation Librarian Laura McCann recommends keeping disaster kit materials in wheeled garbage cans, which can be placed at strategic locations around the library—ideally, one on each floor. Also, she suggests that designated disaster supply areas include large items, such as wet vacs, fans, and dehumidifiers.

engineers assessed the space, so recovery efforts were limited to the ground floor. Belfor teams moved dry high-priority items from the ground floor to the mezzanine and then inventoried and discarded low-priority wet materials. Discarding these wet materials was important to reduce the moisture content on the ground floor and prevent mold growth.

Because there was a clear understanding of the collection and the priorities, “we were able to pinpoint what was important and where we needed to put our resources,” says McCann. In a major emergency while working against time, “We were able to say these 307 wet pamphlets are really important, but other wet books can be replaced,” she added.

Work on the wet pamphlets commenced in a conference room where large south-facing windows provided illumination and air circulation. Using supplies found the library's disaster response kit (see sidebar), the conservators quickly covered the conference table with polyethylene sheeting and began removing the wet material, being careful to retain all bibliographic information.

The pamphlets were spread out on the table and allowed to air dry briefly before being individually wrapped in Tek-Wipe, a strong, non-woven reusable fabric made from polyester and absorbent cellulose. The wrapped pamphlets were then placed into plastic crates, which were brought by taxi to NYU Libraries Bobst Library for freezing. The conservators placed small groups of wet pamphlets, separated by waxed paper, into self-sealing polyethylene bags, labeled the bags, and placed them in the freezer. According to McCann, the key

to salvaging the wet materials was to get them frozen immediately.

In the weeks following Sandy, Belfor teams inventoried and packed the dry books and office papers, which were trucked to a climate-controlled secure offsite facility. Once testing in the basement was complete, the archival materials were transferred from the basement to Belfor's freezer truck.

These archival materials were then shipped to a Belfor facility where they could be vacuum freeze-dried, cleaned, and tested for mold.

Another priority in the first two weeks after the storm was to bring the library's IT systems back online. Even though the server and Web infrastructure had been under water, no data was lost. “We quickly turned to restoring our systems so that people had access to the information they needed even though there was no physical library,” says Rambo.

COLLECTION RECOVERY

According to Sushan Chin, Archivist, only about five percent of the oversized materials that were in the basement could not be recovered because they were quite old or on fragile media. Items in the collection date back to the 1850s, and include physician and medical student notebooks as well as photographs and illustrations. The rare pamphlets record early medical discoveries and treatises that form the history of medical thought, which is of great value to scholars and researchers.

Recovery and treatment of the salvaged materials continues today both at the Belfor facility and at the Bobst Library. Conserva-

tors thaw each pamphlet in a shallow tray of water to release the frozen pages from one another, clipping original sewing threads to facilitate the separation. A soft brush is used to dislodge any surface dirt deposited by the floodwaters, and the individual folios are lifted from the water and placed in a stacked “sandwich” of non-woven polyester fabric and blotter to quickly absorb most of the moisture. The pages are then transferred to a fresh stack of dry blotter and reemay cloth, then allowed to finish drying under weight. Once dry, the pamphlets may require mending or additional surface cleaning before being re-sewn.

Of the 300-plus frozen pamphlets, “we’ve treated more than 50 so far,” says McCann. The goal is to complete the restoration by the end of this academic year, depending on what other project might take priority.

RESTORED SERVICES

The Ehrman Library staff is currently working in temporary offices. Nonetheless, they quickly were able to figure out ways to provide vital support for the research, educational, and clinical functions of NYU's School of Medicine and the Langone Medical Center.

“While we were recovering pamphlets, other people were figuring out ways to help users with projects or access to materials or data,” says McCann. “I can’t think of any request that we have not been able to fulfill,” says Chin. “It might take us a little longer, but we haven’t turned anyone away.”

Because the hospital and clinics were closed for almost two months, demand was low, which gave the library time to re-

establish services. Researchers, on the other hand, might not have access to their labs, “but they could think about the next grant application deadline,” says Rambo, so they would initiate library searches.

Initially, the library set up a “Splash Page,” a dummy Web page where users could submit e-mail requests to the library. After about ten days, access to all electronic journals and databases were back online.

“The big challenge has been communicating to our users that we are still here,” says Rambo. When people pass by the floors of the old library, they can easily think that the library is gone. “We had to be creative in thinking about how to get the message across that users can go online to find everything they need and can talk to a librarian,” says Rambo.

At the same time, while the library’s current content was all available online, the library has been building its digital repository of historical collections and the archives. “We started scanning highly referenced materials such as early NYU course announcement that list graduates as well as course descriptions,” says Chin. The goal is to meet user needs whether they come to the reading room or are 1,000 miles away.

LIBRARY RENOVATION

Another project that was put on fast forward as a result of the disaster was a library renovation. The main focus of the recovery was to get the hospital and research labs up and running. But now planning has begun on how to reconfigure the library space. “One of the advantages of what we have gone through, as well as our user community, is the opportunity to envision what the space will look like and what we can do with it that we haven’t been able to do before,” says Rambo.

After conversations with library staff, the directors and the administration have met with architects to map out initial concepts. The group is approaching the design in a collaborative way; the library staff decides what kinds of functions need to be represented, and the architects come up with a way that the elements could fit together. “I think everyone is inspired by the opportunity to think where things need to be in 10 to 20 years,” says Rambo.

No firm date has been set for completion, but the hope is that the project will be complete in the next year.

DISASTER RESPONSE

While it may not be possible to prepare for every disaster or emergency, those who experienced the wrath of Superstorm Sandy agree that it is almost impossible to over prepare. “I know that having a disaster plan is something everyone knows they should have but might not get around to doing it,” says Chin. “But it definitely was a valuable document.” She recommends adapting a template similar to one from the National Network of Libraries of Medicine (<http://nnlm.gov/ep/disaster-plan-templates>) to a specific library’s situation.

The Ehrman Library flooding demonstrated that importance of having a number of key elements in an overall disaster plan. For example, a disaster recovery firm should be identified in the plan, ideally with a pre-arranged contract in place. Staff members should keep printed copies of the plan at home, since electronic copies and onsite printed copies may not be accessible. Important keys and emergency supplies should be regularly maintained (checked for fresh batteries, for example), well-organized, and clearly labeled.

High-priority items should be stored in the least vulnerable areas within a facility, avoiding basements, low shelves, and other potentially risky places. Staff should be trained in how to execute the plan, and one person should be responsible for continually updating its specifics.

An important part of the Ehrman Library’s ability to recover quickly was that the librarians had prioritized the collections so that high-value materials could be identified and conserved. “It’s very hard, especially in special collections, to say what are the most important items, what would you want to be saved first, because they are all special,” says McCann. And, she adds, that prioritization has to be updated regularly so it reflects the library’s current collection.

LESSONS LEARNED

Planning and foresight help the Ehrman Library re-emerge from near ruin, but any disaster that might befall a library is unique. “Next time,” says Rambo, “a different kind of challenge could be thrown our way.”

Going forward, then, his focus is on business continuity planning, preparing a plan for recovering systems and maintaining services. “We’ve put a fair amount of energy into making sure that we have things covered now,” he says. Ironically, the library was in the process of relocating its data center out of the vulnerable medical center to a remote facility

in Northern New Jersey. It was a six-month plan, says Rambo, that “through a heroic effort our staff and the IT staff had things up and running in a matter of weeks.”

Another opportunity that came about as a result of the disaster is the renovation of the library space. “It catapulted everybody ahead to really grapple with what it is that we can do with this space given where we are now,” says Rambo. “It’s an opportunity to engage our community of users in the conversation. I think everyone sees it as a definite opportunity to make things better.” ■

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Sushan Chin, Archivist at the NYU Health Center Libraries, and Neil Rambo, Director of the NYU Health Sciences Libraries and Knowledge Informatics and Director of the Ehrman Medical Library, also contributed to this article.

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- New York University Libraries, Barbara Goldsmith Preservation and Conservation Department: <http://library.nyu.edu/preservation/>

DISASTER PREPAREDNESS AND RESPONSE RESOURCES

- American Institute for Conservation: <http://www.conservation-us.org/>
- BELFOR Property Restoration: <http://www.belfor.com/en/USA.aspx>
- Conservation Center for Art and Historic Artifacts: <http://www.ccaha.org/services/disaster-assistance>
- National Network of Libraries of Medicine (NN/LM) Disaster Plan Template: <http://nnlm.gov/ep/disaster-plan-templates>
- Heritage Preservation: <http://www.heritagepreservation.org/programs>
- Northeast Document Conservation Center: http://www.nedcc.org/resources/leaflets/3Emergency_Management/

It's All in the Metrics

» Useful metrics are needed in public libraries to meet the financial challenges libraries face.

BY KATHY ROSA

The need to evaluate library resources, services, and programs is nothing new. Traditional library management principles call for evaluation to inform decision making and show accountability.¹ What has changed is a higher priority being placed upon accountability by funders.

In "Star Trek: First Contact," Jean-Luc Picard says, "You see, money doesn't exist in the 24th century... The acquisition of wealth is no longer the driving force in our lives. We work to better ourselves and the rest of Humanity."

In the 21st century, the reality is that public libraries need money not only to survival, but also to continue providing spectacular services to schools, colleges, uni-

versities, and the community at large. There is a bottom line in any funding scheme, and funders have to make tough decisions. Local governments supports many services, including fire and police departments, and public libraries compete for these funds. Will there be money for book trucks or fire trucks? Libraries must be proactive in providing meaningful data to decision makers.

WHAT COUNTS

Library managers are being called on to change their perceptions about what needs to be measured and how to measure. For decades, libraries have provided counts of circulation, staff, attendance at programs, reference questions, and in recent years, computer use. The value of these outputs is now questioned.

Knowing how many titles circulated is evidence of people using library resources. The response to circulation counts often is, "So what?" Today, decision makers want to know how the individual and the community are changed by the use of the library. As a result, libraries are expected to measure outcomes rather than just outputs.

Outputs are the collections, services, and programs that libraries "put out there." Outcomes are a measure of the change that occurs as a result of library offerings.

ASSESSING LIBRARY OUTCOMES

So how can a library develop outcomes-based assessments that fit the library's mission? School and academic libraries are situated within learning communities where assessment and research are core



Public Library Data Collection Efforts

	PURPOSES/AUDIENCES	RESOURCES TO SUPPORT USE
PLS/IMLS*	To provide a census of reliable and valid data on libraries to libraries and taxpayers	Publicly available national dataset; Web-based tools for accessing data (e.g., Public Library Locator, Compare Public Libraries); and an annual publication (i.e., Public Libraries in the United States)
OCLC Studies	To better connect libraries and users/potential users by providing the latter with easily accessible information about libraries and services; to provide libraries with original research on, for example, perceptions of libraries and challenges facing libraries in relation to collections and technology	Reports of research results
Pew Studies	To provide research-based information to libraries, influencers, and the media on digital materials usage, usage patterns, and reading habits of younger users; mobile connections to libraries; library services in the digital age; libraries, parents and their children; library services and younger patrons; and profiles of library users and non-users that libraries can use to start conversations about services they offer and related challenges	Communication supports advisors that serve as ambassadors to support the use of research
Digital Inclusion/ UMD	To provide libraries and other stakeholders with national public library data—at outlet level—embedded within community context/tied to community data; focused on role of public libraries in building digitally inclusive communities and elements of healthy communities; allows for “segmentation”; includes GIS mapping for data visualization; measures outcomes at state and national levels	Customizable survey; outreach to increase participation; will be releasing data file for public use; have products for advocacy, including data visualizations and interactive mapping tools; planning to host a library data hack-a-thon that will pull together urban planning, GIS communities, telecom, to embed library data in other contexts
PLDS/PLA	To provide public libraries with planning tool; participation skews toward large and suburban libraries; planning to begin asking libraries if they are doing outcome measurement	Results available through fee-based subscription service; online tools for generating reports; TA to support report running; involvement with states to see what data elements are already collected so parts of PLDS can be pre-populated (to minimize burden)
Impact Survey/ UW	To provide libraries with tools that can be used to survey patrons and better understand how patrons use library technology (moves progressively toward outcome measurement); patron data can inform service provision and help libraries communicate better about library usage to community residents, funders, and partners regarding library impact in community (data at outlet-level)	Videos of library directors presenting to city council; support materials with library data embedded, e.g., op-ed, letter to editor, letter to take to council meeting; tool for state libraries to look at aggregate data
Edge/ ULC (lead coalition partner)	An assessment, management, strategic planning, professional development, and education/advocacy tool libraries use to assess public-facing technology, understand how they may improve, and begin to articulate and educate those outside the library regarding what technology is being used to meet community priorities and open doors for developing partnerships	Online tool, including assessment, recommendations and action plan; communication tools, including executive tool and one-page handout, training
iMap/ FSU	To empower local librarians—with development of more precise planning tools—to better serve diverse customer markets within their local community; allows participating public libraries to view selected socioeconomic and demographic characteristics around their particular library branch on a Google Map, and, if needed, adjust its location and market descriptions and estimates; efforts focus on emergency services, senior services, and services in Spanish	Interface designed to maximize accessibility and usefulness at local level
LRS/ Colorado State Library	Conducts research studies on all types of libraries, primarily libraries within Colorado, with emphasis on the usefulness and meaningfulness of the data to libraries; public library research examples include a study of library usage during recession, an ROI study, and a study of state's BTOP grant; also does biannual study of US public library websites and social media usage;	Training on how to use data for program planning, management, and advocacy; new interactive tool that pulls in annual survey data and allows libraries to interact with data and create visualizations, look at peer group versus entire state, create issue briefs and “fast facts”
SIM (EU)/ BMGF	System for shared performance metrics and impact data across libraries in European Union	Groups focus on impact and advocacy, share best practices and lessons about how have used data and what found to be effective in libraries

***EXPLANATION OF ACRONYMS:** BMGF: Bill & Melinda Gates Foundation, LRS: Colorado State Library, Library Research Services, FSU: Florida State University, School of Library and Information Studies, IMLS: Institute of Museum and Library Services, PLS: Public Libraries in the United States, PLDS: Public Library Data Services (Counting Opinions), PLA: Public Libraries Association, SIM (EU): Strategic Impact Measurement (European Union), UMD: University of Maryland, College of Information Studies, UW: University of Washington, Information School, ULC: Urban Libraries Council

missions. Conversely, public libraries have no curriculum, no grades, and are not responsible for determining if a person passes or fails. They are not accountable to state and federal government education agencies or to professional education accreditation bodies. Perhaps this is, in part, why the metrics used in public libraries have not kept pace with those used in school and academic libraries.

All libraries face challenges when trying to provide outcome data that expresses its impact in terms of lives changed. But public library directors and managers, in particular, need formal education or training in evaluation and assessment tools. A working knowledge of the differences in various types of data (outcomes, outputs, inputs) and the types of outcomes—perception-based versus objective, for example—is essential.

Public library directors also need to know how to engage their community as well as how to advocate, align library data with local priorities, and identify opportunities for and cultivate partnerships. In general, library leaders need to know to answer the following questions:

- Why should we gather and use data (aligning it with local government priorities)?
- How do we gather and use data (touching on different levels at which to collect data, considering different contexts for using data)?
- How do we identify audiences and deliver effective messages (embedding data in story-telling activities)?
- How do we to recognize success?
- How can we develop partnerships with local organizations, professional associations, and state and national agencies?

A CALL TO ACTION

To help find answers to these questions, leaders in public library research and advocacy met in May 2013 at the Chicago Invitational Seminar for Library Researchers.² The goal of the meeting was to begin a conversation among public library researchers in support of the collection and use of library data.

To find out what types of data would be compelling to decision makers, library leaders and external stakeholders were interviewed. They were asked to describe what types of data would resonate with community leaders, and the following themes emerged.

- Library leaders need to recognize the

power of combining national statistics, local statistics, and anecdotal evidence of individual successes for telling the most meaningful story about their library's value.

- Providing evidence of library user outcomes and library cost-effectiveness is of increasing importance.
- Outcomes can be combined with standard library metrics related to service usage.
- Stakeholders prefer current data, which is a challenge in both local and national data collection efforts.
- Funding authorities would like to be able to benchmark local library operations, programs, and services against libraries of comparable size and locale across a region or the nation.
- Libraries must understand and respond to community needs and communicate this commitment to the community.

During the seminar, participants discussed the experiences of other public agencies that could be used in public libraries. The discussion yielded the following results.

- Stories about how public libraries address current needs are effective if they link library service data with information about the needs of the community.
- Mapping existing public library research with a range of community priorities (such as education, the economy, basic needs, arts and culture, the environment, health and wellness, and neighborhoods) can help libraries demonstrate what they now do—or can do—to support community priorities.
- Libraries need to create measures that show what services they provide that few other community-based entities can duplicate (such as the training and computers required for accessing e-government resources).

ASSESSMENT AND ADVOCACY RESOURCES

In October 2013, library leaders met again to discuss libraries changes and challenges. The keynote panel called on librarians to meet the demand for accountability with reliable measures to evaluate programs and services.

Several initiatives were identified to assist libraries in the assessment of services and programs. Deborah Jacobs, director of the Bill & Melinda Gates Foundation's Global Libraries initiative, cited the Foun-

dation's Common Impact Measurement System (CIMS).⁴ The CIMS model emphasizes measures that will yield results that are useful in informed decision-making.⁵

Another example discussed was the Measuring Success initiative based on Outcomes Based Evaluation principles being developed by the Institute of Museum and Library Services (IMLS). Volunteers from state libraries are working with IMLS to create ways of evaluating the impact of library activities funded by the Grants to States Program.⁶ In addition to providing libraries with a way to measure what works, the findings from the Measuring Success initiative will also provide IMLS with a way to identify trends in successful grant activities.

Additional training and tools are offered by the Public Library Association (PLA) and the American Library Association (ALA).

For example, PLA offers *Libraries Prosper with Passion, Power and Persuasion: A PLA Toolkit for Success*, a resource that provides guidance for the entire advocacy planning process, including goal setting, audience analysis and identification, message and strategy development, and tactic evaluation and selection.

"Turning the Page" is a library advocacy training resource developed by PLA and funded by The Bill & Melinda Gates Foundation. In this self-paced, online course, library staff and supporters go through a series of Web-based training exercises to learn how to create and tell their library's story, deliver effective presentations, develop a compelling case for support, and build and sustain partnerships along the way.

The ALA Office for Library Advocacy offers several resources, including the Advocacy University. Its series of nine courses cover a range of applicable topics:

- Advocating in a Tough Economy Toolkit
- Add It Up: Libraries Make the Difference in Youth Development and Education
- Budget in the Crosshairs? Navigating a Challenging Budget Year
- Coalition Building
- Cultivating Your Local Notables
- Frontline Advocacy
- Frontline Fundraising
- Library Snapshot Day Primer
- Making Budget Presentations

Research organizations, universities, and government agencies also collect data about public libraries. Many of their data sets, publications, and tools are available to libraries and library stakeholders. The

accompanying chart lists ongoing data collection efforts with descriptions.

Metrics Tell the Story

In an era of accountability, community members and local governments need to know about the transformative changes taking place in libraries. From e-books to e-government, from literacy programs to maker-spaces, U.S. public libraries are offering many services to meet the needs of their communities in the digital age.

The key to gaining library support is the library's ability to measure how it affects a community and how well it can communicate the results to decision makers. Identifying and researching the many resources on existing data collection efforts and training is the first step toward effective measurement and advocacy.

Adopting the recommendations from library leaders and other stakeholders will help libraries learn how to use data to sway decision makers and the community, and—most importantly—gain their financial support. ■

FOOTNOTES:

¹ Stueart, R. D. & Moran, B. B. (2007). *Library and Information Center Management*. (7th ed.). Westport, CT: Libraries Unlimited.

² The seminar was hosted and facilitated by the American Library Association Office for Research and Statistics (ALA-ORS). The meeting was co-facilitated by Organizational Research Services and funded by the Bill & Melinda Gates Foundation.

³ Chant, I. (2013). "Reinventing Libraries Keynote Panel Looks into Industry's Future." *The Digital Shift*. Retrieved from <http://www.thedigitalshift.com/2013/10/public-services/reinventing-libraries-keynote-panel-looks-into-industrys-future-the-digital-shift-2013/>

⁴ Ibid.

⁵ Bill & Melinda Gates Foundation. "A Guide to Actionable Measurement." (2010). Retrieved from <https://docs.gatesfoundation.org/Documents/guide-to-actionable-measurement.pdf>

⁶ Institute for Museum and Library Services. "Measuring Success Initiative in the Grants to States Program." Retrieved from <http://www.imls.gov/research/measuring-success.aspx>

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From Red Chairs to Outreach

» Building a specialty library from the ground up to serve the needs of a unique population.

BY SANDY THARP-THEE

In August 2009, I was appointed Tribal librarian by the Iowa Tribe of Oklahoma. The library had a strong collection of books and materials about the Ioway and Native Americans, but fewer than 200 well-loved children's books. I still remember the two big red chairs in the library for the public, one with a sign reading, "Do not sit on this. It is broken."

A number of hurdles had to be crossed to bring the library up to speed. The library lacked a budget, a mission statement, online resources, a circulation system, and an operating manual. Most importantly, the library needed programs for young and mature readers.

YOUTH OUTREACH.

In addressing the need to reach children and increase the inventory of books, I called on local thrift stores; in response, more than 13 boxes of children's books were donated to the library. I created Storytime and Lapsit programs along with a youth reading program called "Read, Get Wacky, Go Feather," which provides food coupons from the local Sonic Drive-In. The Oklahoma Department of Libraries (ODL) worked with the Tribal library on a summer reading program. Also, ODL reviews new books throughout the year then donates them to needy libraries the following year. Our first new juvenile books came from ODL.

Since many of the youth served by the library did not have books at home, I helped them develop their own home libraries. To that end, I worked First Book (<http://www.firstbook.org/>), a nonprofit organization



that connects publishers with communities to provide access to new books for youths in need. Several free book fairs were also held at the library, which now has a permanent free book shelf.

Four Winds (the Iowa Tribe Child Development Center) is a Head Start program open to all; it currently serves 52 children. Each week, I visit Four Winds to read to the children; three- and four-year-olds are transported to the library when weather permits. Initially, I noticed that all the board books were white—most were missing their spines. So, I created a "Moving Library." Every other month, I take board books to Four Winds and switch them out with the old damaged books. I put the books in multi-colored tubs and in tote bags shaped like animals.

Once a month, adult writers and illustrators gather at the library to share current projects with each other, our "Writers in the Wind." They also share their talents with the youth through book talks and reading. Tribal elders, volunteers, and various Tribal departments participated in developing a myriad of cultural activities for youth including instruction in pottery, beading, art, finger-weaving as well as field trips, gardening,

The Iowa Tribe of Oklahoma (Bah-Kho-Je, People of the Gray Snow) is one of 38 federally recognized tribes in Oklahoma, and includes more than 700 members. The Tribal complex is located approximately four miles south of Perkins, Oklahoma.

With 360 employees, the Tribe provides a child development center serving 52 children, and a Title VI program serving 150 native elders (daily meals are delivered to 31 of these elders who are homebound).

storytelling, drumming, and fishing to feed the eagles in the tribe's eagle aviary.

The Iowa Tribe of Oklahoma is one of only a few tribes to maintain an eagle aviary, rescuing injured eagles. If and when the eagles are rehabilitated, they are released back into the area where they were found. Those that cannot be released are cared for at the aviary for the remainder of their lives.

The library may be the only one that maintains twenty fishing poles. There are several ponds on the tribe's land, and fishing for food for the eagles has turned into a very popular event.

EARLY FUNDRAISING

To begin expanding the library's collection and services, I searched online to discover sources for grants. We received a Libri Foundation grant (<http://www.librifoundation.org/>), which required matching funds of \$350; suddenly, we found ourselves holding our very first fundraiser for the library.

We also received an American Library Association Bookshelf award, and the Distribution to Underserved Communities library program sent us new art books (<http://www.ducprogram.org/>). The Iowa Tribe Business Committee provided funds to purchase much needed new board books for our Lapsit program.

ODL selected our library to receive an

Early Literacy Grant, including free books and literacy training for Storytime and Lapsit programs. As a result of the training, I created early literacy tote bags (called "Fun in a Sack") for families and teachers; the tote bags contain books, puzzles, and activities.

In October 2013, ODL administered an early literacy computer grant program for children living in poverty. Our library was selected to receive two computers under this program from AWE Early Literacy Solutions (<http://www.awelearning.com/en/markets/libraries/publiclibraries/>). One of the computers was placed at Four Winds and the other at the Tribal library. Each computer is pre-loaded with educational software so that an Internet connection is not required.

Monday through Thursday, from 3:30 pm to 5:30 pm, youth can come in to the library for tutoring. This year, we were fortunate to receive an Institute of Museum and Library Services (IMLS) Native American Enhancement Grant (<http://www.imls.gov/>). The funds will be used for a two-year "Gathering Hope" program, which will expand the library's after-school programs for youth. The goal is to encourage greater participation from students and families in cultural, literacy, life-skill activities.

The IMLS grant will also provide funds to purchase Tutor.com (<http://www.tutor.com/>), a live online tutoring service. We will

be sharing this service with five local public libraries and a school library as a service to our community.

OUTREACH TO ELDERLS

A community outreach program was developed by the Tribe for homebound elders under Title VI of the Civil Rights Act. More than thirty meals are delivered daily to this population. These elders can also request that books and other reading materials be delivered along with the meals.

At one time, the library had only one large print book. When a large print book distributor, ReadHowYouWant, (<http://www.readhowyouwant.com/>) heard our story, the company donated 22 large print books to the library. Also, through an IMLS Basic grant, the library's community outreach program now includes a strong collection of large print and audio books as well as music and DVDs.

In October 2013, the library received an award from the National Network of Libraries of Medicine (NNLM) (<http://nnlm.gov/>) to initiate a pilot project, "Home with Instructions." (When my mother was very ill, I would tell her, "The hospital sent you home without any instructions.")

The library will be placing five laptops with five homebound elders. A library team composed of the Title VI director for seniors, an Iowa Tribe community health representative, and myself will train the recipient elders on how to use the laptops and the Internet to access health resources and social media. Each day, the elders will e-mail the team, relating the healthy choices they made that day, which online health resources they accessed, and which social media they used to keep in touch with family and friends.

With positive results, we hope to apply for long-term funding from NNLM to place laptops with all homebound elders. The "Home with Instructions" program could easily be done by any library in collaboration with local hospice programs. Membership to NNLM is free, and once a library becomes a member, resources and awards can be accessed online.

LIFELONG LEARNING

Of all the programs created by the library since the two big red chairs were retired, our community GED program, "Starting Points," is one of the most successful and appreciated.

In January 2010, a local Adult Education program was able to supply a certified





teacher and materials, at no cost, to start a GED program. Their only requirement was that we have a minimum of ten students per class and provide space for the instruction. Thirteen individuals attended the first class. Everyone was seated around tables, taking the GED pre-test. The air was full of hope, light conversation, and laughter.

Then, a Native father of five stood up and said, "I'm sorry; I cannot read the instructions." He was not alone. Many of the others around the tables tested below the recommended sixth grade reading level needed to understand the GED materials. We also learned that most of the people that first night were unemployed or were in low-paying jobs and had little or no funds to pay for testing fees.

Today, our GED program continues with support from the Iowa Tribe, an IMLS Native American Basic Library grant, a Dollar General Literacy grant, and Wal-Mart Foundation contributions. We now have our own certified teacher, offer extra tutoring, and pay for testing fees. Also, through a special program we created, "One Car—One Student," a local auto salvage company contributes one student's testing fees for every car donated to the company.

To date, 65 people have received their GED certificates. Our youngest graduate

was 16, and the oldest—so far—was 67.

It is a privilege to witness the students' self-esteem, confidence, and hopes grow as they attend class and pass the final exam. Their ultimate hope is that this will lead to employment, job promotion, and even vocational or higher education. We celebrate their stories by creating GED yearbooks. The students are Hintawe (Ioway for "Ours"), and their stories are on the library's Web site.

NEW VENTURES

The tribe's Information Technology department continues to assist with updating and creating a meaningful library Web site (<http://www.iowanation.org/>). ODL provides us with online resources for health and education as well as the online version of the Encyclopedia Britannica. The Learning Express Educational, Job and Career and Computer skills database was originally purchased for the library by the Iowa Tribe Vocational Rehab Department and ODL. We also share this database with the local public and school libraries.

Our Web site also includes a link to the American Indian Health (AIH) Portal which provides access to information on traditional and cultural medicines relevant to Native people, and a link to Medline Plus

(<http://www.nlm.nih.gov/medlineplus/>).

Our Library's digital collection is a work in progress. It began with a gift from Google—a copy of an 1843 Ioway Hymnal. (An actual 1843 Hymnal is in the Iowa Tribe of Oklahoma Archives, but because of its value [about \$14,000], no one gets to see or touch the archived copy.)

The copy of the hymnal donated by Google is part of our free digital collection, and several hard copies are available in the library. The first time a young Tribal member came in to see the hymnal, he sat down and started singing songs from its pages. Another time, an elder visited the library to look at the Google-donated copy—he considered it so special that he washed his hands before touching it.

As the digital collection began to take shape, other culturally relevant books and materials have been found on the National Archives website (<http://www.archives.gov/>). The Oklahoma History Center worked with our library to digitize old Tribal newsletters, and continues to work with us on other projects such as recording elders' stories for the archives. The center also helped us in the printing of nine original treaties signed by the Ioway Nation. The copies of the treaties are also part of the library's digital collection.

The history of the Ioway people is written in many books and is still being written today. Although space in the library is extremely limited, the collection currently exceeds 5,400 items, some of which are irreplaceable. The library is dedicated to promoting the love and teaching of reading to the young and the young of heart and belongs to our people. It is for them that we strive to offer education, computer skills, employment and health resources—and literacy. ■

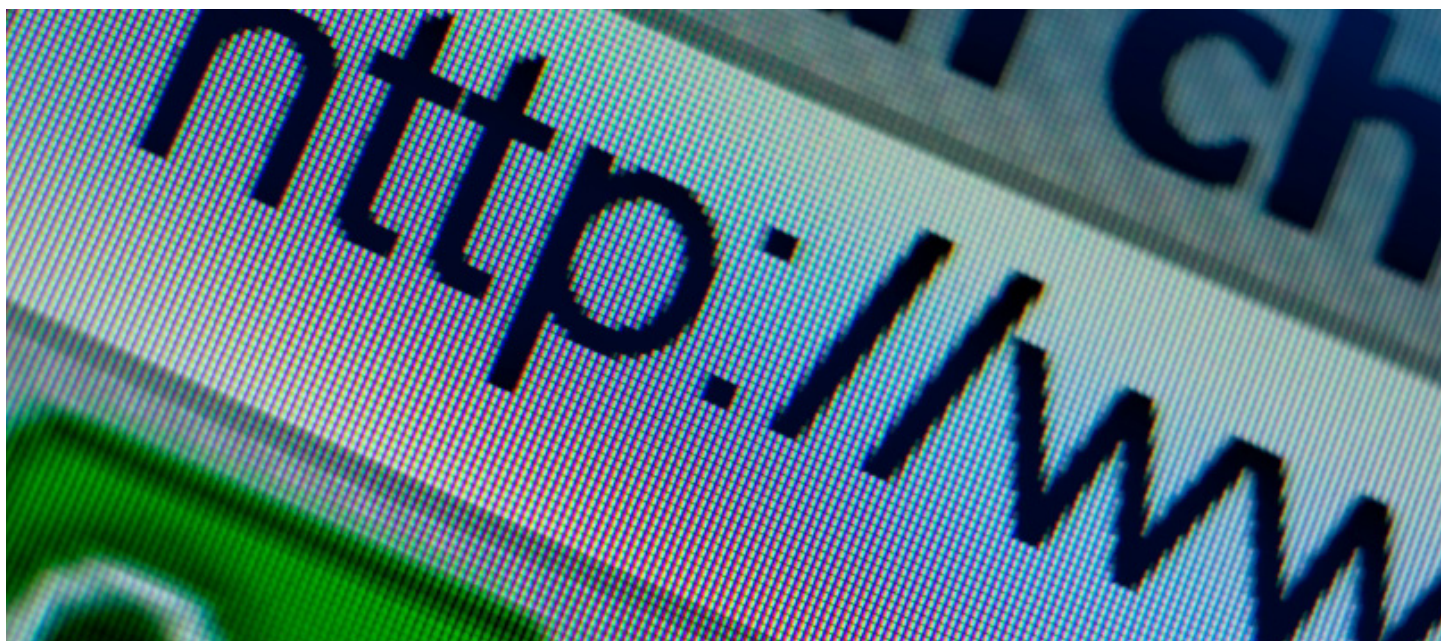
ABOUT THE AUTHOR: Sandy Tharp-Thee, an author and enrolled member of the Cherokee Nation, is the director of the library on the Tribal complex of the Iowa Tribe of Oklahoma. In June 2012, the library received the Library Institutional Excellence award from the Association of Tribal Archives, Libraries, and Museum (ATALM). In April 2013, the library was selected the recipient of the Oklahoma Library Association's Ruth Brown Award for Social Change, the first Tribal library to receive this award.

In June 2013, Tharp-Thee was recognized by the White House as a library Champion of Change. She can be reached at stharp@iowanation.org.

Once a month, adult writers and illustrators gather at the library to share current projects with each other, our "Writers in the Wind." They also share their talents with the youth through book talks and reading.

» How one company's efforts to help its customers have highlighted how libraries can help end users.

Search and Discovery Tools for Libraries



BY DAVID EDWARDS

The game show, Jeopardy, isn't the only place where the answers lead to the questions.

As EBSCO discovery engineers work with libraries to implement solutions to unique EBSCO Discovery Service™ needs, they have started to see trends in what libraries are being asked. EBSCO uses this information to improve EBSCO Discovery Service, but it can also enlighten libraries that may not have considered these issues or how to resolve them. Using examples from a variety of solutions, EBSCO engineers—and some librarians—have discovered many library issues that may have implications beyond discovery.

For example, working with librarians the engineers have learned that there are common user searches and that users have

expectation about where to find that information. They have also perceived patterns that show which non-discovery resources need to be incorporated into a search as well as the importance of where information is placed in the search.

Incorporating existing services is another common issue. Libraries use different interfaces and services such as ILS systems and link resolvers. These technologies need to work together to serve the unique needs of a given site and a given staff.

Finally, one of the biggest issues is the continuing value of the library itself: what can be and what needs to be done so that library collections are highlighted, patron needs are fulfilled, and faculty members are supported.

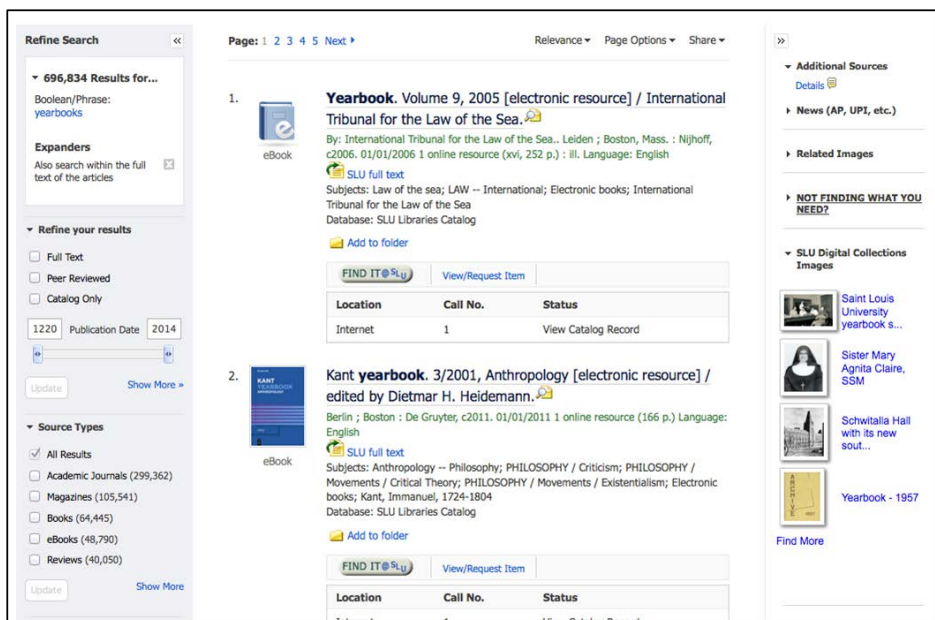
HELPING USERS FIND WHAT THEY WANT

Many solutions address the issue of what

users are looking for in their searches. User testing has shown that if the discovery search box is prominently located on the main library page, usage increases. However, such prominent placement means that the single search box also needs to provide information that is not related to traditional library research.

For example, a user may be looking for library hours, campus parking, or other information about the library. While the library hours may be noted on the Web site, some users will still access the search function to find them. As a result, the library needs to present this information in an obvious way. The discovery engineers created a solution so that, when queried, the library hours appear in a customized placard at the top of the page. The information can be requested through discovery, but it also stands on its own.

For those who are using the search box



for research, there may be a difference between how novice and experienced users search. For those that do not know what resources are available in the library, highlighting important resources, creating an e-book or video carousel, or presenting search results with images have helped users see options they may otherwise overlook.

Other users know exactly where they want to search. Providing the ability to limit a search on the main Web page to e-journals, databases, or the catalog, for example, offers users an efficient way to search for what they want. For researchers that type the name of a particular journal or database into the search box, a custom solution can produce a placard with a link that will allow the user to search that resource directly.

Libraries may have unique resources that they want to highlight during a search. To ensure important special collections appear in the results list along with other resources, a widget can take the user's search terms and pass them through

a specific repository to produce a placard of results from that resource.

LEVERAGING MOST-USED TOOLS

Discovery tools need to balance the needs of seamless integration with the usability that people have come to expect. Providing users who have questions with a way to communicate with librarians is another common feature that has a place in discovery. Tools such as LibAnswers with LibChat can be added to the Web page, but just adding another search box could be confusing.

A way of including these features without adding to the clutter on the page is to have an "Ask Us" tab that reveals the question box when it is clicked. It can be included on every page, which allows users to chat with librarians immediately when they have a question.

Using social media is an increasingly important way for librarians to communicate with users. Providing access to the library's social media accounts from each page and

adding a social media feed helps increase followers and communicate important messages to users regardless of where they are.

IMPROVING THE SEARCH EXPERIENCE

All libraries want a discovery tool that provides the best search experience and the most relevant information for every search. Libraries can implement features through widgets that can improve specific searches. Usage statistics can uncover the most-used resources and how to leverage them.

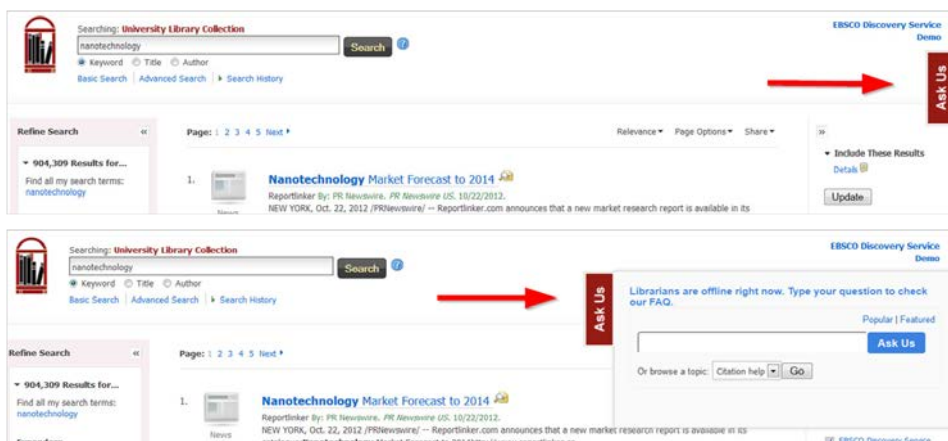
Sometimes a library wants a subset of search results highlighted. For instance, one medical library may want a clinical resource such as DynaMed displayed separately in a way that is more discoverable, while another library may want to showcase the top five authors on a given subject. Whether it is a widget in discovery or other options, top searches, essential resources, and visual aids may help improve the search experience.

Another way to improve search and information literacy is to provide assistance if the search produces too many or too few results. At one university, a widget was created that looks at the number of results and displays contextually relevant help. A search that produces 500,000 results, for example, will prompt a display of a video with tips on narrowing a search and ways to contact librarians for help. For searches that didn't yield many results, another video on expanding the search will appear on the result list.

Users who are not sure what they are searching for can be overwhelmed by the results. Presenting a combined results page that presents articles on one side and books on the other as well as the option to see just one of the lists can help the user refine what they want.

In addition to relying on the relevancy algorithm of the discovery service, users may want to see which articles are being discussed on social media. Implementing an API that pulls in "alternative metrics" allows users to see statistics on how many people have posted an article on Twitter, Facebook, or other outlets. Users can then take a closer look at popular articles, make determinations about which articles to cite, or use the information to help focus their research. Improving Workflow

Discovery aims to simplify the search for users, but it can also improve work processes for librarians. A discovery service that can work with a variety of front-end solutions gives librarians the freedom to choose the re-



sources that fit best within their institution. With the increasing popularity of resource portals, such as VuFind and Blacklight, having a discovery service that can adapt to emerging resources may become even more important. Since libraries invest heavily in a given ILS, a discovery service should also be nimble enough to work with as many services as possible. Users can then begin searches in the catalog or the discovery service while still being able to access the rich results available from a unified index.

Other solutions can make discovery better for both librarians and patrons. The coming introduction of Single Sign On for EBSCO resources will allow users to avoid using multiple passwords. If a library chooses to implement Single Sign On, once the user is authenticated by the institution, the user will be automatically and seamlessly signed into EBSCOhost and EBSCO Discovery Service. This feature will allow libraries to begin to understand usage in a new way, helping

to determine which content is being used along with the aggregate data while still respecting privacy concerns.

ACCESSING INFORMATION WITHIN AND OUTSIDE THE LIBRARY

Although library resources are more easily accessible today, a barrier remains between information in the library and information outside the library. Public libraries that hope to connect with the community may want to bring local information into the search. For instance, a search on adopting a pet would yield books and articles on the subject, but if a Yelp widget were added, the search could also generate a list of animal shelters in the area. A search on voting would bring up library resources, but it could bring up contact information for the local League of Women Voters, or a link to poll locations. Understanding the user's intent is as critical as the content being returned.

Discovery can also extend the reach of

library materials into the classroom. Instructors may have not used library materials in their classes because they have to stop building their course to go to the library site. If they don't want to use library content, they may select non-persistent links that break or use PDFs, which could violate copyrights.

Using an API solution, for example, the library resources can be integrated into a learning management system so that instructors can easily access the content they want from within their course site and add it to the reading list with a single click. This solution serves two purposes: it simplifies the process faculty members use to create reading lists, and it brings the library closer to the curriculum and the end user.

WHAT'S NEXT?

By answering questions as they relate to a specific library, prioritizing what is most important for that situation, then brainstorming ways existing technology can be used to solve problems, libraries can have a discovery tool that serves that library's unique needs. It will provide the best experience for all library users and solve the top issues libraries face when trying to promote their services and engage users.

Even without a discovery service, understanding what other libraries are facing and the solutions they are adopting can help librarians determine where to spend their time, answer questions, improve search methods, and highlight key features to improve the user experience. ■

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You Want What? Ask Why!

» All around us we can see examples of libraries that are breaking technological boundaries in all directions. These leaders make a case for the enduring relevance of the library.

BY CARSON BLOCK

One of the remarkable characteristics of library professionals is our culture of sharing. We curate and cultivate resources to share with our communities. We share resources with each other in service to our communities.

And, we share (and sometimes steal) ideas from each other. This is when sharing can sometimes (and often unintentionally) go terribly, horribly wrong.

As a library technology consultant, I'm often asked what other libraries are doing and about library technological standards. There are published standards for some aspects of library technology (such as those set forth by the National Information Standards Organization (<http://www.niso.org/>)). Also, some state library agencies have undertaken significant efforts to identify and share standards (Colorado and Texas, among others) and emerging benchmarking approaches (most notably the Edge Initiative <http://libraryedge.org>).

Nonetheless, actual standards on some very basic topics—such as what constitutes adequate network bandwidth, how much wireless coverage is needed, how many patron computers (or computing devices) a library should offer, what sort of virtual services should be available through the library's Web site, and more—are, well, elusive.

This oversight does make some sense. I believe great libraries are hyper-local, and the best ones have unique attributes that reflect the needs of their communities. As a resource to support the library's public service mission, the library's technology should bend to support that mission. That means less of an emphasis on standards, and more of an emphasis on customized approaches that best serve the needs of patrons and support staff.

This is where the tension comes in. We know that technology can often create the greatest affect by

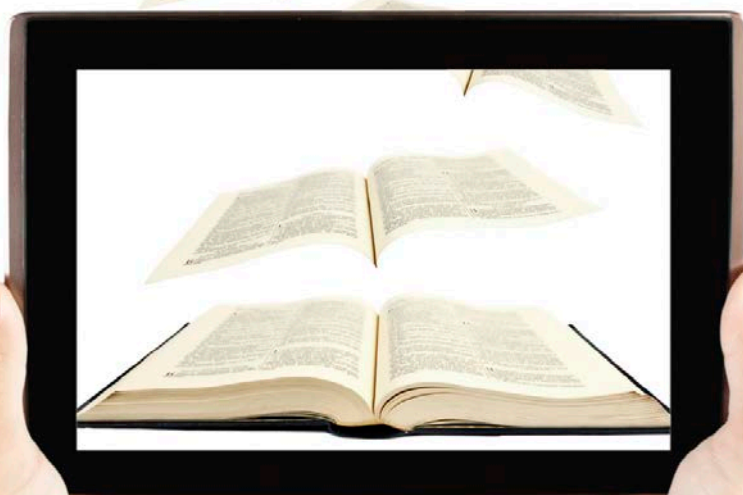
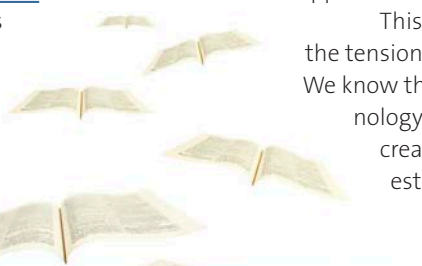
harnessing economies of scale. However, customized approaches to tech whittle away at the scale thing. Balancing the potential of scale and the power of customization is part of a good day's work in library IT shops around the globe. On a good day, we can do both—but at times it's either one or the other.

While it's true that, in a technological sense, some needs are shared by all libraries (including good computing platforms to manage collections and patrons, a robust and scalable network, and public access to the Internet), there are also individualized pockets of innovation throughout library-land that inspire techno-lust.

You know what I'm talking about. You might even be one of those innovative libraries driving impactful technology approaches, such as makerspaces (high-tech and low-tech alike); library-as-publisher projects (typified by Douglas County Libraries, the Marmot Libraries in Colorado, and the Califa consortium in California); in-house patron access to mobile technology with customized library smartphone apps; clever use of social media platforms to get the library's message out; patron mobile phone checkout; print-on-demand via an Espresso Book Machine; library materials vending machines.

And, my personal favorite: fresh-hot-coffee-on-demand-vending adjacent to an overstuffed reading chair that happens to have excellent lighting, a footstool, a conveniently-placed power outlet, and rockin' wireless!

When we see the legitimately awesome technological achievements of other libraries, many of us are tempted to say, "I want one too!" And the objects of our desire are not just the shiniest of shiny objects, but also ones that are a little less flashy such as radio frequency identification (RFID), automated materials handling (AMH), self-checkout machines, digital signage, and more. Not only do we see these innova-



tions, but also some of us want them, too. It's inspiring. We read articles about the latest tech trend. We scour social media for mentions and new examples, and debate approaches and nuance. We attend (and even host) workshops and Webinars on how to set up makerspaces, how to manage eMedia, or even how to build or remodel new buildings that feature the latest technologies. We visit the trade floor at conferences to see and place our hands on the latest things. We can start falling in love with that thing—whatever that thing is—and begin to pursue it.

In short, (as any fish can attest) the shiny object can capture our attention in the most compelling of ways. But I think many fish would agree that chasing the shiny object most often ends best for the person holding the rod and reel.

Is there a way to harness the inspiration from leading technological approaches without getting “hooked” on the wrong thing? The answer is yes, and the approach is simple: before borrowing (or stealing) great ideas from others, ask the “why” question.

Why is this technology needed for your library or community? Why did you choose this specific approach? Why did you choose these options? Why is the application configured or installed this way? Why is it in all—or just some—of your libraries? Why did you choose to invest now rather than wait? Why am I considering bringing this technology into my library?”

The answers can be enlightening. They can also be surprising in the worst possible ways.

Let's take automated materials handling (AMH) for an example. In studying AMH implementations several years ago, I arranged for a tour of AMH-equipped libraries to

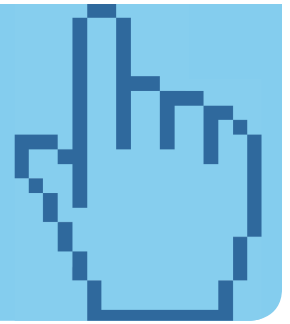
Links:

EDGE INITIATIVE <http://www.libraryedge.org/>

NISO <http://www.niso.org/>

COLORADO STATE LIBRARY TECHNOLOGY STANDARDS
<http://www.cde.state.co.us/cdelib/technology/techstan>

TEXAS STATE LIBRARY TECHNOLOGY STANDARDS
<https://www.tsl.state.tx.us/plstandards/tech.html>



get a sense of how different systems were selected, deployed, and managed. In some cases, the systems were custom-designed as part of new construction or a remodel. In other cases, the systems were retrofitted into existing spaces.

I asked the “why” question, and here are some paraphrased answers:

- “We went with AMH early in the game to help support increasing circulation, which helps make our case for a mil levy increase.”
- “We invested in AMH as a strategic move after realizing that we had access to capital dollars but no money for increased staffing. Although we're still not positive it will have the desired effect, we're looking at it to help stem the circulation tide with no increase in staffing levels.”
- “Our director (or architect) thought we should have it in any new building so that we look high-tech.” (In one case the circulation room was not properly designed for the purchased system, creating inefficient workflows.)
- “I don't know. I was just hired to implement it.”
- “This system won the low bid.” (The system was plagued with performance problems.)

When you are in love with the “what” (which is perfectly acceptable), asking the “why” question can help align your understanding with your intent and your intent with your actions.

Take a look around at your own library's technological approaches. Whether they are common or unique services, do you have a clear understanding of your own “why?” Does your staff have the same understanding?

If asked, how would you answer your own “why” question? ■

ABOUT THE AUTHOR: Carson Block has led and managed library technology efforts since almost forever in terms of Internet years (for you and me, that's about 17). He and is a frequent speaker and believes deeply in the public service mission of libraries, as well as the role of technology in fulfilling the affectimpacts libraries have in their communities. Carson Block Consulting, Inc. specializes in library technology assessments, strategic planning, facilities planning and construction, technology staff recruitments, and more. Carson can be reached at librarylandtech@gmail.com, or <http://www.carsonblock.com>.

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