» "Knowledge is free at the library. Just bring your own container."

-ANONYMOUS

Strategic Library™

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Big Read, Big Benefits

» Creating sustainable partnerships across communities through an NEA grant.

BY PAIGE MANO

"Living at risk is jumping off a cliff and building your wings on the way down." (Ray Bradbury)

To put it mildly, for the small staff of the University of Wisconsin-Parkside Library, applying for a grant from the National Endowment for the Arts' (NEA) Big Read program was a risk. Following a successful collaboration in 2013 with a local public library on its Big Read programming, we formed a team of librarians and support staff, took a leap of faith, and applied for our own Big Read grant from the NEA.

Every aspect of the process, from writing the grant to planning the events, was new for the members of the committee, but the results were greater than anyone could have hoped: sold out events, rave reviews from participants and local media, participation from businesses and residents in two large cities, and best of all, sustainable partnerships with local organizations for future campus and library programming. This is the story of one library's rise from outdated "book warehouse" to a major focus of the university and its surrounding communities.

PERSPECTIVES

The University of Wisconsin-Parkside (UW-Parkside) campus is located between Milwaukee and Chicago. More specifically, is nearly equidistant between downtown Kenosha and Racine, two cities each with a population of about 100,000 people. It is a small public university with an enrollment of about 4,500 students, 85 percent of whom are Wisconsinites. Statistics show that 25 percent of the student body is considered diverse, either because of their status as "adult students" or because of their ethnic background. The University places a strong emphasis on community engagement and has been recognized by the Carnegie Foundation multiple times for this focus.

The campus provides outreach to the community in many ways typical for a university, including musical and theatre performances, sporting events, science nights and educational lectures, adult enrichment courses, continuing education for professionals, and art galleries. Despite the popularity of these offerings, it had consistently been difficult to attract members of the campus community, not to mention the

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Figure 1: This distinctive logo was a key component of the marketing plan.

Figure 2: Local firefighters held extinguisher training sessions for students.

community at large, to library programming. Common complaints included issues with parking, not thinking the library was open to the public, or a belief that the library was just too far out of the way for most people. As a result, our programming ideas became stagnant and uninspired.

In 2012, a newly-hired library director quickly transformed our lifeless library atmosphere into one that embraced a culture of change, understanding that change always starts with people. Under her leadership, our tiny library staff, just 14 people, began its transformation by believing that we were now in an environment that encouraged experimentation, where our successes are celebrated and our failures are a learning experience.

That same year, our library staff began making changes to more closely reflect the needs of our students and to align with the university's outward reaching vision—from policy changes (allowing therapy dogs to visit the library for stress relief) to space changes (medicine balls as seats, bean bag chairs for group work, lowering shelves to let in natural light) and to new permanent programs (Art in the UW-P Library, a Copyright Day mini-conference). As a result, the library began to interact with users in ways that no one had imagined.

So, with this encouraging environment, we began to reach out to the community with baby steps, first answering the call from Kenosha Public Library to partner with them on an initiative called the Big Read. Sponsored by the NEA, the Big Read is essentially a month-long community party themed around classic literature. We loved the idea of partnering with a local public library because the events sounded like fun, there wasn't a huge expense to our library, and, most importantly, they already had a built-in "fan base" that we could draw to our library.

In short, our Big Read collaboration was a huge success. Along with featuring student art, interactive displays, short films, crafts, snacks, and costumed interpreters at an evening event, the library sponsored film showings and book discussions on campus. Immediately (as in, an hour later) following our final event, our Big Read team began plans to apply for a grant ourselves for the following year.

No one in our group had any experience in grant writing, but since I love filling out forms, I volunteered to take on the narrative portion. Another team member said she enjoyed math, so she took over the budget work. We contacted the Kenosha Public Library and asked for their help; they were ecstatic and loved that we were also planning to invite the Racine Public Library to participate. Staff from Kenosha Public Library met with us during the grant writing process, providing advice and suggestions to make our application the strongest it could be.

Finally, at the end of April 2014, we learned that we had won a $15,000 NEA grant. So from September 22nd to October 25th, we would host a Big Read, featuring *Fahrenheit 451* by Ray Bradbury **(see Figure 1)**. We chose that book because our director at the time was good friends with Sam Weller, a professor at Columbia College in Chicago, best known for being Ray Bradbury's authorized biographer, and he was happy to work with us. Also, one of our librarians contacted *F451* graphic novel illustrator, Tim Hamilton, who agreed to come to Racine (at our expense) to do a talk and a book signing.

FORGING PARTNERSHIPS

Our challenge now was to develop new partnerships with a variety of entities both on- and off-campus, beginning with our library staff. The staff includes those with degrees in art, those who are gifted in public speaking, and those who are just 100 percent ready, willing, and able to help out with all the incidentals that come with working on a large program such as the Big Read. We were also able to further our reach to the UW-Parkside campus as a whole. At times it was a bit of a challenge to show faculty that being involved with something like the Big Read was worth their time and effort. However, once we showed them how we could pair our programming with their discipline, the collaborations really began in earnest.

As we brainstormed event ideas with our partners, we realized we really needed to think outside the box, even at the campus level. This allowed us to incorporate everything from fire extinguisher training sessions (by Safety & Risk Management staff, (**see Figure 2**), to "hot, hot, hot!" karaoke nights in the campus rec lounge (thanks to Campus Activities), and to an extremely popular "Science Night" lecture about the ignition point of paper (with help from the Chemistry department). Our partnerships in the surrounding communities were just as creative. In addition to partnering with Racine and Kenosha public libraries, we also worked such groups as the local fire department, two microbreweries, local restaurants, correctional facilities, a credit union, the local women's club, a bike shop, a Scandinavian bakery, a cartooning festival, and a nature sanctuary.

Lessons Learned. Our best advice when it comes to forming local partnerships? Ask!

Figures 3 and 4: Restaurants in the community supported The Big Read with food and event specials.

Figure 5: The library's Creative Services department designed brochures to promote various events.

And then ask again. Focus on public libraries and school districts and make connections with private schools and technical colleges. These institutions all have their own built-in audiences, and working with them will help get your events out to wider audiences. And don't forget—food and other freebies are always a great way to lure potential partners to your meetings.

MARKETING

Once we had successfully connected with community partners and created innovative Big Read events—including *Fahrenheit 451*-inspired beer, $4.51 food specials in local restaurants **(see Figures 3 and 4)**, and a 451-kilometer biking competition—our next task was marketing.

We began with our identity. We asked and received permission from the NEA to alter their standard logo with the flame behind it, which became the logo for the UW-Parkside Big Read and was used consistently throughout the event in all of our marketing. We printed 5,000 copies of our events brochure (beautifully designed by our Creative Services department **(see Figure 5)**, and handed them out at events prior to the Big Read kickoff. We gave brochures to all of our community partners to distribute and stuffed them into the free copies of *Fahrenheit 451* to be distributed to the public.

Before the Big Read kickoff had even taken place, our team members were busy at late summer community events, thrusting brochures into the hands of innocent passersby, while sticking Big Read-emblazoned temporary tattoos on kids and tying flame-patterned bandanas on dogs. Along with creating magnets, posters, flyers, and table tents, we "set the library on fire" by using the building itself as a means of advertising. Our library has floor-to-ceiling windows that face some of the busiest areas on campus, so large-scale posters and brightly painted ads were great attention getters **(see Figures 6 and 7)**.

Using a www.cafepress.com coupon, we ordered Big Read tee shirts for our Big Read team and all of our community partners as a way to tie all of the events together. The tee shirts proved to be an incredibly popular marketing tool, and even people not associated with Big Read events asked about getting their own tee shirts to wear.

We only paid for two advertisements prior to kickoff—one in the *Kenosha News* and the other in the *Racine Journal Times* to advertise our keynote speaker, Sam Weller, and the book signing with F451 graphic novel illustrator, Tim Hamilton. Most of our marketing efforts took the form of our own print and electronic materials.

Electronic media played a huge part in advertising the Big Read. We created a Big Read page on the UW-Parkside website and used it to advertise events (book distribution sites, $4.51 specials) and to promote our partners' websites. We also made heavy use of social media, especially Facebook and Twitter. The library and the UW-Parkside's Creative Services department posted regularly about upcoming events, which were picked up by other university outlets and community partners. We also shared the posts from our partners on our social media sites.

For example, Sam Weller shared his Twitter handle with the students he met at area high schools and universities and invited them to contact him about their favorite Ray Bradbury books and creative writing. Twitter was also used to post about the

Figures 6 and 7: The library itself provided opportunities to promote The Big Read, inside and out.

success of our events and to attract people to future events. Email blasts to the campus, interviews with local radio stations, and weekly press releases sent to area newspapers got our events even more coverage. We found a great partner in our University Relations department when it came to contacting local media outlets.

THE RESULTS

So what were the fruits of our labor? The month-long extravaganza included 50 events, with more than 300 people attending the keynote event alone. Another 300 middle- and high-school students were reached through workshops and presentations. In addition, 20 businesses participated in the $4.51 food specials, and we held 14 book discussions, both public and private. Total attendance at all events was 3,700, and 2,750 books were distributed at no charge to our campus and community members.

And we received great feedback. Both the *Kenosha News* and the *Racine Journal Times* wrote about our Big Read programs, including two front-page articles from Kenosha. Less publicized but no less rewarding were student letters showing their appreciation for presentations that took place in local grade schools, as well as shout-outs from Sam Weller himself on Twitter and Facebook. Perhaps the most rewarding was the great feedback from our own campus. One longtime faculty member said that our keynote event was the best thing that he attended on campus. Students gave positive feedback as well, sharing their favorite events with us in person and on social media.

Lessons Learned: The most important lessons we learned during the process can be summarized as follows:

Adapt. Change is the only constant in life, and you have to be able to work with it. We learned quickly that not everyone responds in the same way, and some don't respond as well as others. The ability to adapt plans and schedules to produce the best result was a major part of the planning process.

Variety is the Spice of Life! Much of the success of the Big Read can be attributed to the diversity it offered. We had programs for middle school, high school, and college-age students, as well as adults, seniors, and families. We offered *Fahrenheit 451* in several formats: English, Spanish, and graphic novel versions were purchased from a book wholesaler; the film was shown to the public; and a live radio performance was done by a local group that specializes in "old time" radio shows. Programming was available for the Kenosha and Racine Literacy Councils and the men's and women's prisons. The events and locations were varied, as were the marketing formats we used. This allowed us to target very diverse audiences who attended some or all of our programs.

Hand-Holding. When you work with different people from different organizations, you deal with a wide range of schedules and levels of commitment. It can be frustrating and tempting to let them go.

But we had to remember that, at the end of the day, the UW-Parkside name was on all the programming. Sometimes hand-holding is necessary, and ultimately, worth it.

Be Present. Regardless of the location of the event, partners appreciate seeing UW-Parkside library staff at their events. We made sign-up sheets for internal use to be sure a team member was at every event. That commitment helped to strengthen the partnerships.

Organization. With as many events that we had to keep track of, organization was key. Timelines, schedules, and sign-up sheets were all gathered into a Google Drive folder that the team could access from anywhere.

Ask for Help. As more events were scheduled, organizing everything became overwhelming. We reached out to the rest of the library staff and student workers to attend events and promote others.

Give Kudos. A five-week event is a big undertaking and takes a lot of help. It's important to make sure that people feel appreciated. We tried to do so with gifts of our *Fahrenheit 451* t-shirts to our partners, and the team personally signed over 80 thank you cards.

RETROSPECTIVE

Hosting the Big Read was the most challenging, time-consuming, and exhausting thing that we have done as a team in our library—and it was the best. We have made strong partnerships on campus and in both of our communities, and we can now build on those alliances. The Kenosha Public Library has received a Big Read grant for 2015, and both the UW-Parkside Library and the Racine Public Library are participating as community partners. We look forward to helping a local technical college apply for the grant in 2016.

With the Fahrenheit 451 Big Read, we followed the spirit of the "Wisconsin Idea" by reaching out to, and spending time with, the communities that Parkside represents. And we've seen what we can accomplish when we come together as a caring community.

Speaking of kudos, I must give a huge thank you to my fellow presenters at the Association of College and research Librarians (ACRL) 2015 conference in Portland, OR: Melissa Olson, Anne Rasmussen, and Heather Spencer. To see the original presentation from ACRL 2015 including many more photographs, please visit **http://tinyurl.com/bigreadbigbenefits**. For a full listing of the events from our Big Read program, please visit **http://tinyurl.com/f451events**. ■

ABOUT THE AUTHOR: Paige Mano is Librarian & Social Media Coordinator, University of Wisconsin-Parkside. She holds a master's degree in art history from Christie's Education, London, and earned her MLIS from UW-Milwaukee. She maintains the social media presence for UW-Parkside Library, the College of Lake County Libraries, and the GLBT Round Table of the ALA. In addition, she provides reference and instruction services and acts as co-chair of the UW-Parkside Art in the Library program as well as the library's current Big Read committee. She can be reached at **mano@uwp.edu**.

Location, Location, Location

» Putting your library on the map.*

BY LORI AYRE AND JIM CRANER

Over the past several years, we've witnessed a virtual explosion of geospatial software, services, and tools—that is, software and tools that enable us to easily map people, places, things, and data. Libraries are uniquely poised to take advantage of these new tools to improve operations and decision-making and to engage their patron communities. These software tools are frequently referred to as geographic information systems, or "GIS."

GIS can be (incredibly) oversimplified to the concept of "digital maps." Humans have been using maps for thousands of years—we're "location-aware," to borrow a phrase from the software industry. Maps are a way to visualize data, much like pie charts or bar graphs—but in the case of maps, we're visualizing the physical world around us. And even as libraries deliver more services virtually, they remain physical centers of the neighborhoods and cities they serve. And spatial data can help us learn more about the neighborhoods and cities where our libraries are anchored.

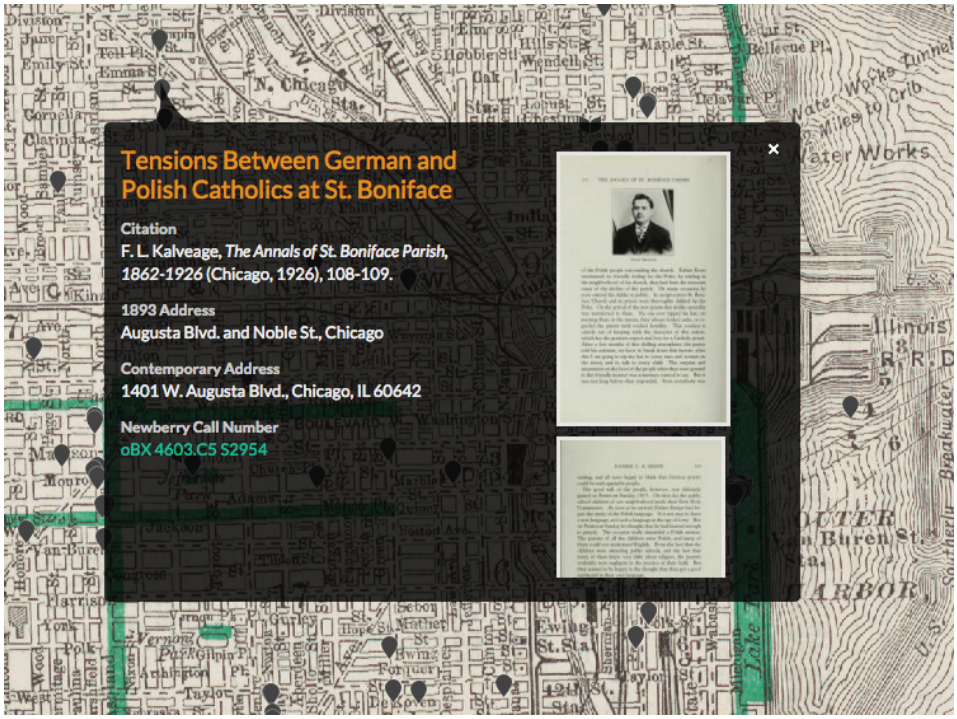
In other words, maps help us learn and share the stories of the community around us. And if there are two things that librarians know, it is stories and their communities.

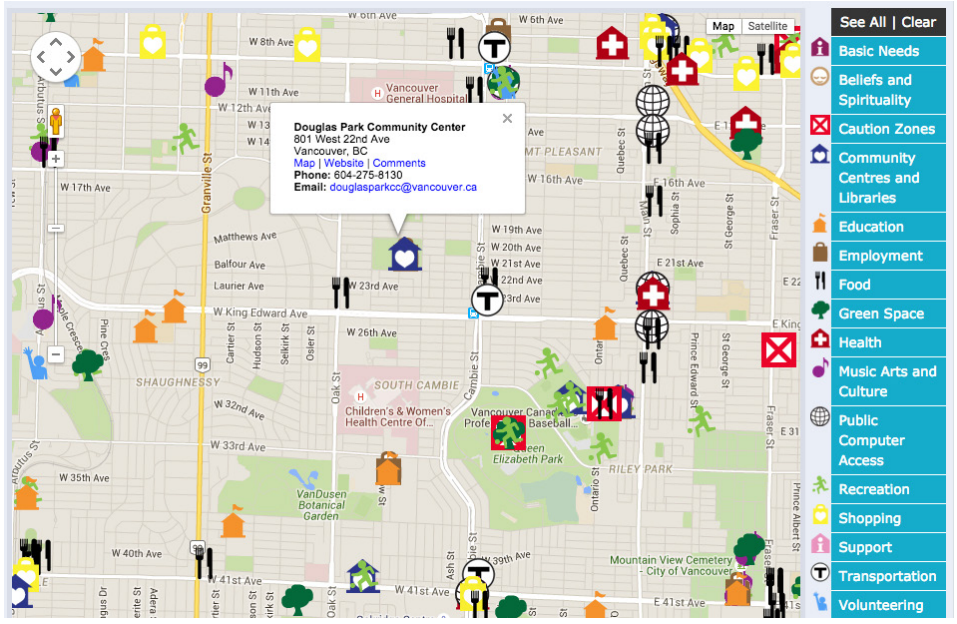
IMPROVE SERVICE DELIVERY AND OPERATIONS

The communities that our libraries serve can change rapidly these days, and so do the needs of our patrons. How do we ensure that we are properly serving these dynamic communities? How can we identify the services that our populations need if we don't really know who they are?

The good news is that tools, data, and expertise are available to help libraries understand more about the people living in the shifting neighborhoods that make up their service areas. Forward-thinking libraries are combining their existing patron data with other data sets to generate custom maps of service areas, patron activity, and more. These maps can be used for specific projects, such as identifying areas of population growth for branch expansion. They can also be used for continuous service improvement by ensuring that collections and services meet the needs of the populations they serve. They provide a place-based context for the decision-making needs of library management and boards.

In 2011, Gina Milsap wrote an excellent article for *InfoToday* describing how the Topeka & Shawnee County Library management used commercial market segmenta-





Top: Historical record displayed on Newberry Library's "Faith in the City" map.
Bottom: Youth Asset map created by youth as part of City of Vancouver's Sustainable Cities Initiative.

tion data and GIS software while formulating the library's strategic plan (http://tscpl.org/wp-content/uploads/2011/08/P.MLS-3368-R.pdf). The article describes how the library and a consulting firm combined data beyond typical demographics –such as detailed marketing profiles of individual neighborhoods—to improve the relevancy of their collections and increase library usage. As a library system serving a diverse population of urban, suburban, and rural communities, this place-based approach to decision making was particularly useful for planning.

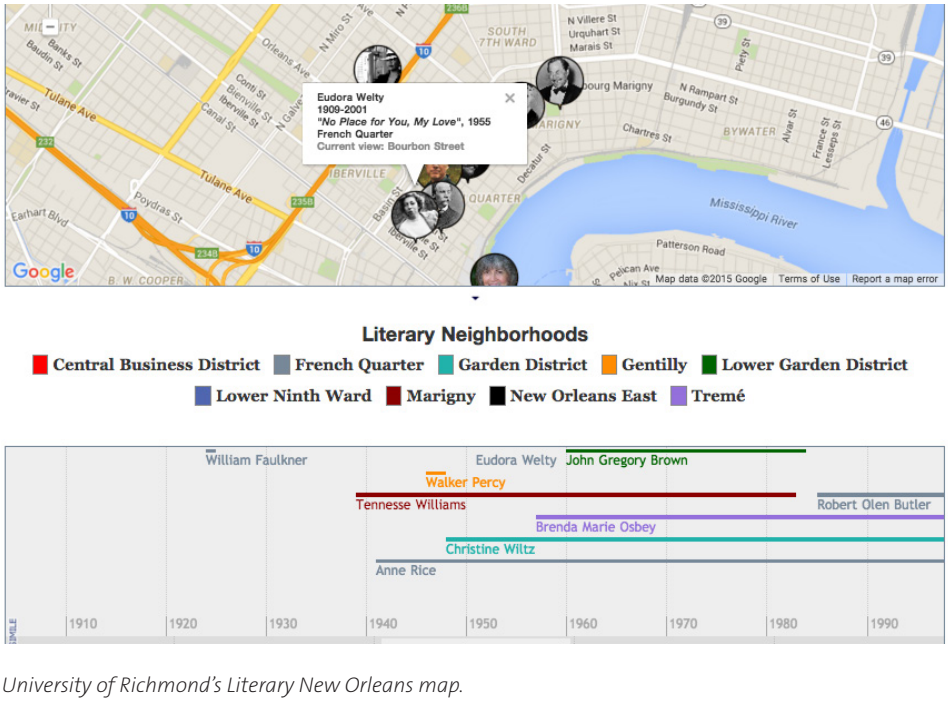
Ten years ago, many of these activities were limited to large library systems working with their municipal or county hosts' GIS departments, or those that could afford external consultants specializing in geographic analysis. The consultant mentioned in Milsap's article, Civic Technologies, now has competition from upstarts like Orange Boy and Gale. Esri, the largest and most well-known corporate and government GIS provider, has begun offering geospatial data and tools targeted at libraries.

But you don't have to have a GIS department in-house or an expensive consultant on retainer these days. In the past decade, hundreds of open source projects and free online services—many well-suited for entry-level mapping and analysis projects—have become available. From simple mapping solutions like Google "My Maps" (https://www.google.com/mymaps) to complex GIS analytics and visualization tools like QGIS (http://www.qgis.org/) and GRASS (https://grass.osgeo.org/), budding cartographers have no shortage of free options. In addition, a flood of open data sources allow libraries to create data "mash-ups" that would have been unthinkable just a few years ago.

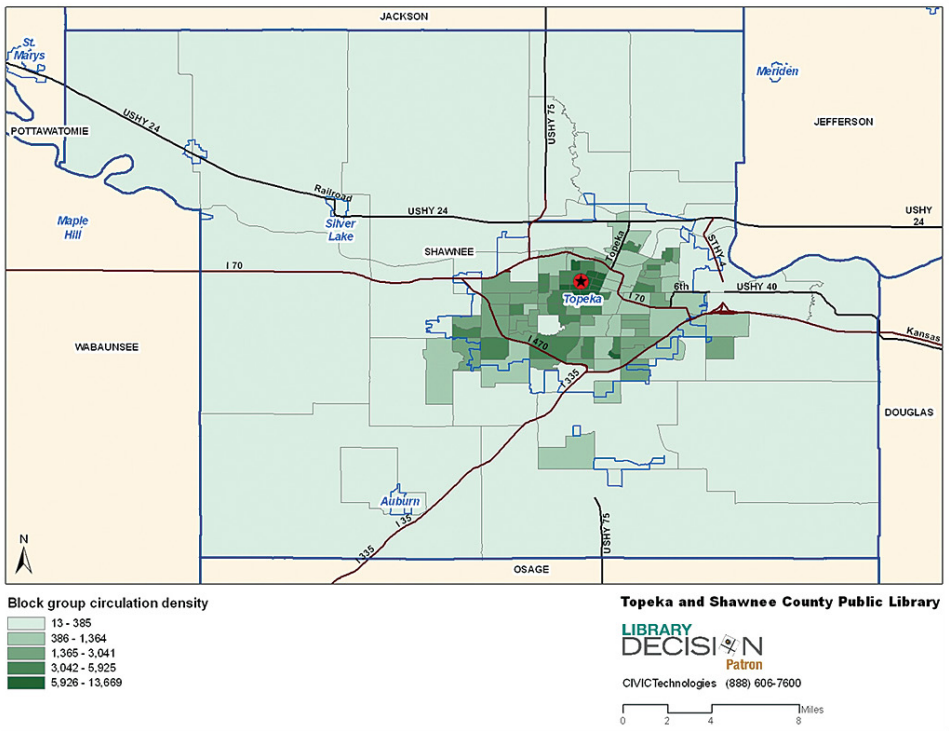
ENGAGE YOUR COMMUNITY

Digital maps and GIS applications can also make compelling tools for engaging patrons and other members of your community. Check out just a few of the many great examples:

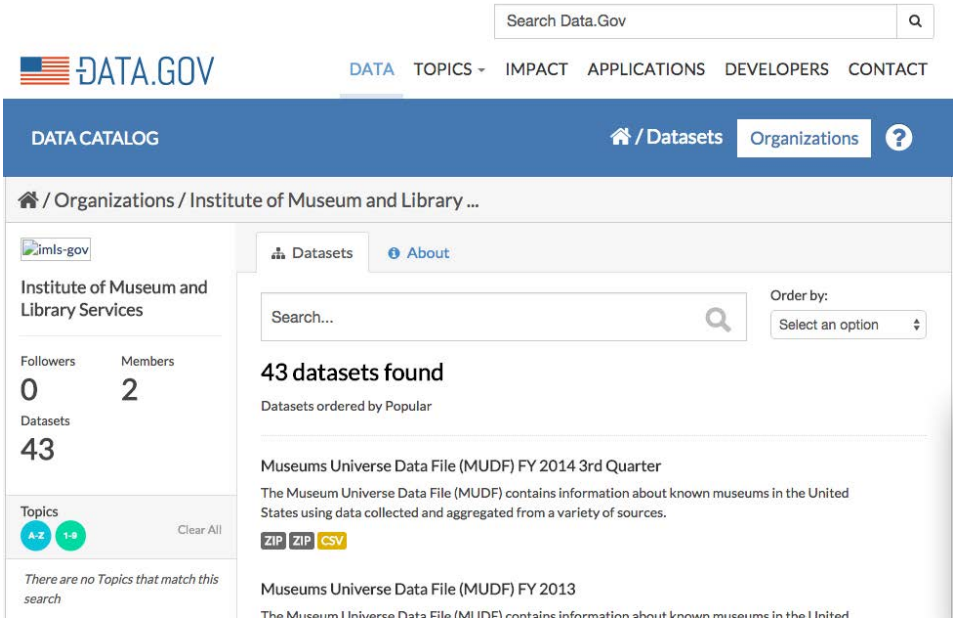
- Create a digital "literary map" of your city or region (or participate in your state's literary map). Literary maps are maps of a region with information about the genres, authors, and specific titles associated with that area: think Steinbeck's recurring use of the Monterey, CA area as a setting (http://www.lib.umich.edu/online-exhibits/exhibits/show/litmaps/author/the-john-steinbeck-map-of-amer), or the city of New Orleans appearing in literature from Twain to Eggers (http://dsl.richmond.edu/tocqueville/LiteraryNewOrleans.html). These can be artistic, print-based representations of your region's literature or interactive maps with direct links to titles in your library catalog.
- Engage youth to take "asset mapping" to a new level: everyone views their communities differently and today's teens have a unique perspective. Download some free GPS and mapping software for smartphones and tablets and lead "mapping tours" of your community or neighborhood. From hangouts and hot spots to schools and skate parks -- take a look at this integrated youth mapping program curriculum from Vancouver, BC: http://sustainablecities.net/our-work/sustainability-projects/where-we-work/north-america/item/3-mapped-vancouvers-youth-asset-mapping-project.
- Tell the tale of your city through time:



University of Richmond's Literary New Orleans map.



Topeka/Shawnee County's circulation figures mapped by neighborhood/community area.



Data.gov is the Federal clearinghouse for freely-available statistical and demographic data.

work with your local historians to embed your oral history videos, archives, historical photos, and other records on historical maps. New York Public Library engages volunteers to crowdsource and correct data on historical maps of Manhattan and the outer boroughs (http://buildinginspector.nypl.org/), as well as display the data in new and interesting ways (http://www.nypl.org/blog/2014/05/05/historical-maps-minecraft).

- The Newberry Library in Chicago has created Chicago Ancestors (http://chicagoancestors.org), a site that lets amateur genealogists and historians contribute and search historical sites throughout the city.
- Check out the StoryMap project (and free interactive map-building tool) from Knight Labs for some other great examples: https://storymap.knightlab.com/.

LEVERAGING OPEN DATA TODAY –PROCESS EXAMPLES

Let's look at how a library might put this technology to use. First, the library maps out its active patrons within the community, then "overlays" a census map of income levels. By comparing these data visually, it becomes clear that pockets of low-income areas exist with relatively few library patrons compared to other similar areas of the community.

The library then "overlays" a map of the community's public transit, where analysts see that a lack of reliable public transit in this neighborhood is a contributing factor to the neighborhood's lack of library use. Equipped with this knowledge, the library's management actively takes steps to engage this neighborhood by providing a self-service kiosk, increasing bookmobile coverage in the area, and partnering with neighborhood groups for outreach activities.

More useful examples: perhaps census data indicates that a relatively new immigrant community is growing within your city or county. A prudent step might be to analyze the services and collections of nearby branches to ensure the community is being adequately served. Thinking of seeking grant funding to support services to low-income households in your community? Overlaying your state's free lunch statistical map can illustrate branches and nearby schools especially well-suited to participating in such a program.

These are just a few of the questions that can be answered with geo-aware data, if you are asking the right questions and leverage the available data to provide those answers.

GETTING STARTED: FINDING GEOSPATIAL OPEN DATA

Now that we've learned about the potential benefits and seen some powerful examples of GIS being used by libraries, let's dig in deeper to see what this process can look like. To begin, where on Earth do we find data to put on our map?

The first part of any map is the "base layer," the underlying "surface" of the map, displaying your city or district. If you're working with your city/county government's GIS team, they might provide access to a private online GIS service with relevant local data, such as library branches, city/county boundaries, neighborhood/ward boundaries, and school districts. Working on your own? You'll want to check out the capabilities of various cloud-based mapping systems, such as Google Maps/Earth, Esri's ArcGIS Online, CartoDB, or OpenStreetMap. Many of these services offer their core functionality free of charge.

You've likely already got your core patron data available within your library system, although most of these systems don't yet offer built-in integration with GIS or geospatial analysis tools. You might need to do some "data wrangling," as it's known in the industry, to assemble reports and spreadsheets into a usable set of patron location data.

There are also important precautions to take when assembling patron data, such as ensuring anonymity and privacy; for instance, "fuzzing" addresses to ensure that location data can't be reconstructed into a profile of any identifiable individual. Finally, there are technical steps to prepare this data, such as "geocoding," the process of automatically transforming street addresses

» Recently, local, county, and state governments have instituted open data portals that allow you to search for and retrieve only data of a certain type or within a certain geographic area: this data can include transportation information and routes, public health data, educational data.

(e.g., "1060 W. Addison St, Chicago") into usable geospatial coordinates (e.g., "41.947°N, 87.658°E") so they can be integrated into a GIS application. Again, there are a number of free software tools and online services that can handle many of these steps for you.

Now we can add some other useful data from other sources. The rise of the open data movement has led to a flood of publicly-accessible data from all levels of government, corporations, academia, and the nonprofit sector. Libraries are especially well-equipped to access and take advantage of this data for use within their planning processes.

Census data, freely available for download from the US Census Bureau (http://www.census.gov) in common geospatial formats, is one rich resource that provides demographic information such as average income, age, types of housing, education, race, household composition, and much more. Modern census data is anonymized to protect citizen privacy, but neighborhood-level data within your service area can be compiled to provide insights about the people within the communities you serve.

Recently, local, county, and state governments have instituted open data portals that allow you to search for and retrieve only data of a certain type or within a certain geographic area: this data can include transportation information and routes, public health data, educational data. Universities and extension offices can also be valuable sources of spatial-enabled data. In addition, private data broker and marketing companies exist that can provide incredibly detailed information about certain neighborhoods, down to the level of spending habits, favorite TV shows, and other behaviors.

OPEN DATA IS A TWO-WAY STREET

A note about the open data movement: as you work with publicly available data sources online, consider whether your library has any data that could be useful to other organizations. Libraries tasked with storing municipal or local newspaper archives could leverage that role into operating their own local data portals for community-specific data. In addition, libraries can educate patrons on the wealth of available open data that is meaningful to them: school-wide report cards, public safety and crime data, property tax systems, and more. One of this year's most compelling Knight Challenge applicants is working on a pilot project to help libraries in the western United State become data educators: https://www.newschallenge.org/challenge/data/entries/data-equity-for-main-street-bringing-open-data-home-through-local-libraries

THE NEXT STEPS

Interested in learning more? The ALA's "MAGIRT" interest group (Mapping and GIS) provides information for both full-time map librarians and for those just getting started with GIS and online mapping projects: http://magirt.ala.libguides.com/resources. The New York Public Library, also provides a list of helpful resources for learning more about basic GIS concepts: http://www.nypl.org/collections/nypl-recommendations/guides/gis.**

So, before you take another strategic step, consider investing in spatial data. Learn what there is to know about the community around you—and put the needs of your library on the map! ■

ABOUT THE AUTHORS:

Lori Bowen Ayre is the Principal Consultant at The Galecia Group, a library technology consulting firm. She is nationally recognized as an expert in automated materials handling, RFID, library workflow optimization, and open source library system software. Recognizing that technology is a catalyst of change, she works to help libraries harness the power of technology as they navigate the changing needs of their communities. She can be reached at lori.ayre@galecia.com or by calling (707) 763-6869.

Jim Craner is the Development & Operations Manager for The Galecia Group. A former Code for America Fellow and Americorps volunteer, he has extensive experience building websites and mapping applications for libraries and nonprofit organizations. He can be reached at jim@galecia.com or by calling (773) 809-4546.

**More information on how the New York Public Library is using data mapping can be found at http://www.slate.com/articles/technology/future_tense/2015/10/how_the_new_york_public_library_is_reinventing_itself_for_the_21st_century.single.html.

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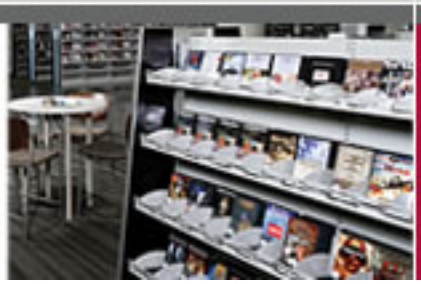


Strategic Library: The Year in Review

» The collective body of knowledge in the ten 2015 issues provides a template for the future of successful libraries.

BY MARY ALICE DAVIDSON

The 2015 Editorial Plan for Strategic Library was based on the issues facing today's library decision makers. The plan was separated into six sections: Collections/Circulation, Community Leadership, Emerging Technologies, Fundraising/Budgeting, Legal Issues, and Strategic Planning.

Now, ten issues of Strategic Library later, those same sections clearly define the content our authors chose to discuss...and many subcategories were added as new topics surfaced. Whether through examples, experience, lessons learned, research, or experiments, seventy-one authors shared their insights with counterparts in all types of libraries: specialty, academic, and public. While the settings may vary, the issues facing today's libraries and their solutions are universal.

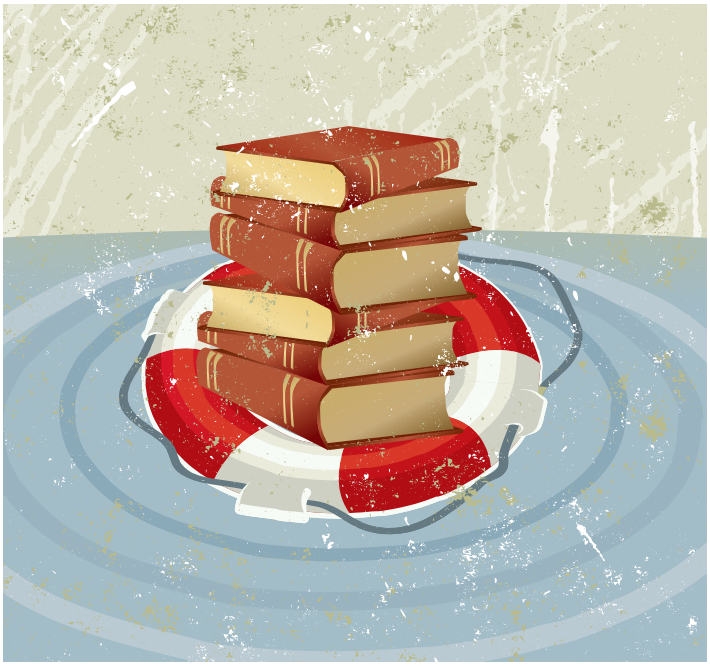
This Anthology dissects Strategic Library's January through November 2015 issues through different lenses. No matter when your subscription started, you'll see all **ARTICLES BY ISSUE** with links so you can refer back or visit anew.

ARTICLES BY SUBJECT includes topics in the original six sections and lists those articles that apply in each instance. Of course, every article could be listed under "Strategic Planning," since all zero in on some element that looks at how libraries can plan for the future. But libraries, librarians...and our authors...have specialties that are highlighted in the other sections. Perhaps, at first reading, you did not realize that a specific article had broader implications. A glance through the lists will give you a good review of the breadth of library topics covered in Strategic Library's 2015 issues.

Perhaps you recall an author, but are not sure what topic he or she covered in a certain issue. The full list of all sixty-six Strategic Library AUTHORS will point you to the right article. Or perhaps you remember an author represented a certain library or organization, but don't recall the specifics. All thirty-four **LIBRARIES** are listed along with twenty **CONTRIBUTING ORGANIZATIONS**, which includes leading library consultants and industry groups.

Now what? The 2016 Strategic Library Editorial Plan will soon be posted on the website, which can be accessed through http://www.libraryworks.com/ or http://www.strategiclibrary.com. Guidelines for future authors will be there as well. Please consider joining our impressive list of authors by sharing your expertise with your peers.

Thank you for being a part of this second year of top-notch Strategic Library content. Moving forward, we will seek out authors that can illuminate emerging trends in the complex and rapidly evolving library landscape. Based on our success this year, Strategic Library will continue to foster creative, strategic thinking about the future, giving decision makers in all types of libraries the tools to explore, lead, and innovate. ■



ABOUT THE AUTHOR: Mary Alice Davidson is the publisher of *Strategic Library*. She has held executive positions in the publishing field for more than twenty years. Prospective authors should contact her at mdavidson@libraryworks.com.

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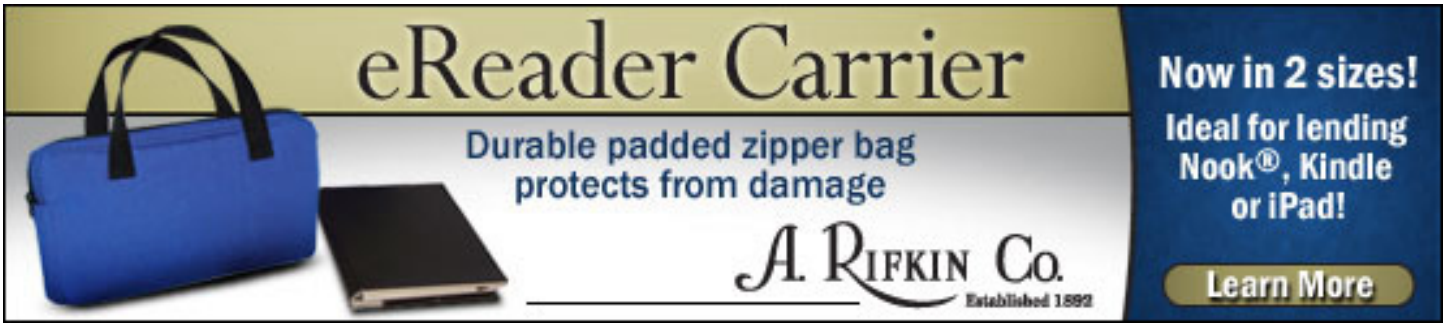

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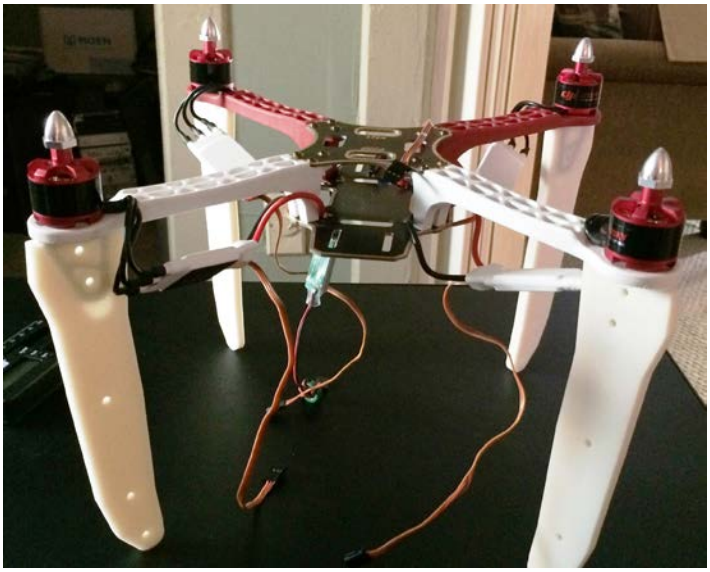

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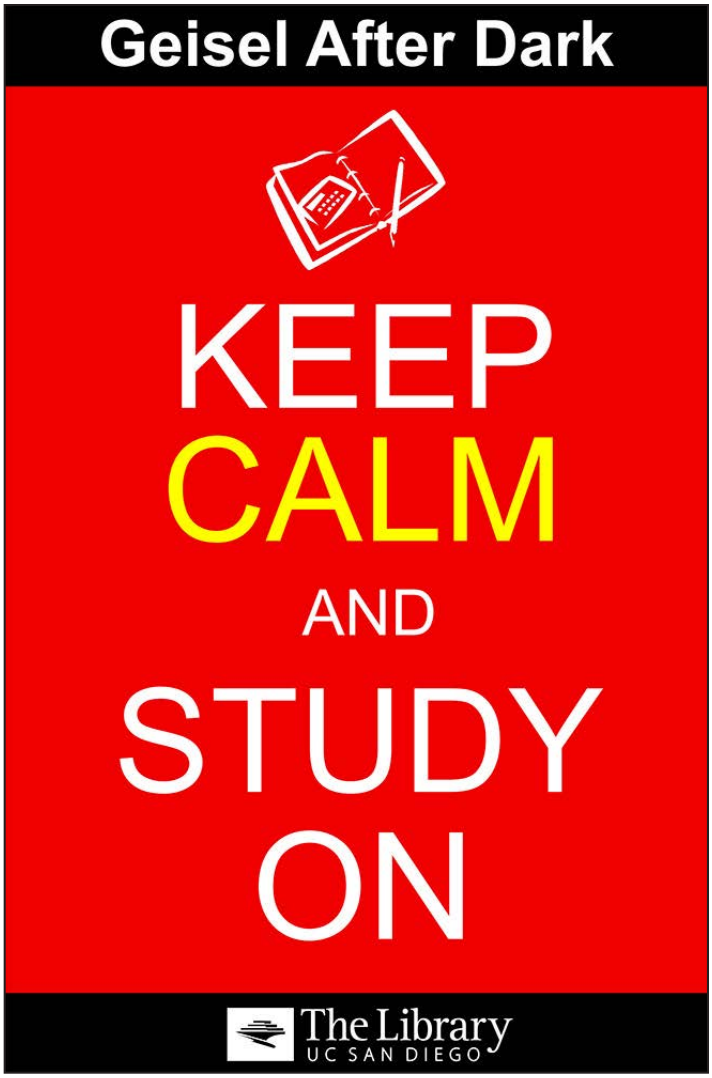

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Mary Alice Davidson
PUBLISHER
madavidson@charter.net
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Jennifer Newman
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