

# **Vision 2020**

---

## **Goals and Strategies for Guiding Oregon Libraries Into the Next Decade**

**Results of A Delphi Study  
Conducted for the  
Oregon Library Association  
During the  
Summer of 2009**

# Table of Contents

## Introduction

Background.....	2
Approach.....	2

## Methodology

Delphi Technique.....	3
Vision 2020 Delphi.....	3
Delphi Participants.....	4
Response Rates.....	5

## Rounds One and Two

Round One.....	5
Round Two.....	7

## Round Three

Findings.....	9
What Libraries Offer Each Other.....	14
Intended Use of Findings.....	15

## Graphs and Table

Graph 1: Top Ten Goals.....	10
Graph 2: Most Immediate Goal.....	11
Graph 3: Operational Goal.....	12
Table 1: Operational Goal with Strategies.....	12

## Appendix

Letter to Vision 2020 Task Force.....	17
Letter to Delphi Nominees.....	18
Participant Profile.....	20
Categorized Responses to Round One Questioning	
Question 1.....	21
Question 2.....	30
Question 3.....	38
Prioritized Ordering of Round Three Strategies.....	43

---

## Separate Attachment

Round Two Questionnaire and Quantitative Analysis

# Introduction

## Background

In late 2008, a Vision 2020 Task Force was convened by the Oregon Library Association (OLA) to identify opportunities and issues that Oregon libraries and librarians will face in the next ten years. Members of the task force represented most library types—large public, small public, academic, and school—and included librarians who do different types of library work—public service, technical service, systems, and administration.

The Vision 2020 Task Force was charged with answering four over-arching questions:

1. What issues will Oregon libraries/librarians face in the next ten years?
2. What opportunities will be available for Oregon libraries and librarians?
3. How will library users' needs change or stay the same in the next ten years?
4. How can Oregon libraries ensure they will still be relevant in 2020?

Task force members sought to be inclusive and representative in carrying out their charge: “We would like to provide a way to ensure that OLA members have an opportunity to contribute their perspectives, and to make sure their voices are heard. We need to make it possible for representatives throughout the state to be heard in this process [including] those at a distance from major metropolitan areas.”

## Approach

A three-person subcommittee was selected by the full task force to operationalize the charge. Faced with the challenge of choosing a data collection strategy that would be representative and inclusive of the over 1,000 OLA members, the subcommittee decided to conduct a statewide Delphi study. Originally, focus groups were considered but the subcommittee ultimately concluded that a focus group study would be impractical given the short timeline, available resources, and travel required of both facilitators and participants.

When scheduling a focus group seems impossible, the Delphi technique has proven to be good alternative. The Delphi harvests the collective wisdom of a group of people, using a combination of qualitative and quantitative approaches, without asking individuals to co-locate. Via email and online survey, the thoughts and opinions of a group of participants are explored through repetitive cycles of data collection and feedback. As opposed to scheduled focus group, Delphi participants respond to questions at their convenience, view the input of others, and adjust and augment their input as information is expanded, further examined, and better understood in each subsequent cycle of the Delphi process.

Because the Delphi can take a group of participants farther than a one-time survey in fully exploring a topic and providing collective ideas, solutions, and priorities, it seemed like an ideal methodology for the work of the OLA Vision 2020 subcommittee. *Group Wisdom*, small, Portland-based qualitative research firm that serves exclusively nonprofit organizations, was hired to design and conduct the study.

# Methodology

## Delphi Technique

Under the right circumstances, a group of individuals is unrivaled for generating rich, valid information. According to group theory, the more diverse perspectives one can consider, the wiser the final outcome will be. Several studies have shown that grouping individuals together (either literally or virtually) makes them smarter than the smartest ones among them.

The Delphi is a multi-stage process for collecting and distilling the thoughts and opinions of a group of individuals who have particular knowledge, experience, or expertise in the area of interest. It is particularly useful for gathering input from professionals who have little discretionary time in their schedules and/or are too geographically dispersed to easily come together face-to-face.

The Delphi is generally conducted in three rounds by mail, email, fax, or blog. The first round involves a broad open-ended question(s) intended to generate a wide variety of thoughts and opinions. Responses are summarized and then synthesized into a questionnaire for round two. The process is repeated again in round three. Ultimately, information is reduced to a prioritized list of ideas, solutions, goals, recommendations, or insights for use by decision-makers.

Due to its iterative nature, the Delphi allows individuals the opportunity to reflect on their own and others' responses in a thoughtful and constructive manner and produce highly usable information for end users. It also gives participants an opportunity to view the thoughts and comments of others and adjust and augment their own thinking in the process. The multi-stage approach allows participants several opportunities to contribute feedback.

As a technique, the Delphi maximizes data collection and improves data quality in five ways:

1. **Expression.** Participants express opinions without pressure to conform to others in the group.
2. **Feedback.** Continuous feedback informs participants of other participants' perspectives and provides an opportunity to clarify, adjust, or discard previous views.
3. **Reliability.** Participants' ability to refine their views from round to round increases reliability of results.
4. **Reflection.** The lag time between rounds allows participants time for reflection time to produce thoughtful responses at their convenience.
5. **Aggregation.** Aggregation and re-aggregation of the data throughout the process allows for continual in-depth refinement and data interpretation.

## Vision 2020 Delphi

### Round One

The OLA Vision 2020 Delphi was conducted in three rounds of questioning. Round one involved three open-ended questions that were developed in collaboration with the Vision 2020 subcommittee, pilot-tested, and adjusted before being sent to respondents. The three questions asked participants to: (1) detail their vision (dream) of what visitors might experience when using

their library in 2020; (2) imagine what needs to happen to achieve the library they envision; and (3) explain what might get in the way of achieving their vision. A total of 66 librarians and library personnel from throughout Oregon provided thoughtful, lengthy responses to the three questions. Responses were deconstructed, entered into an Excel spreadsheet, and then coded and categorized, for each of the three questions.

### **Round Two**

Responses from round one were then developed into a 320-item questionnaire using Zoomerang® technology for round two of Delphi questioning. In most cases the exact wording and phrases from round one responses were used to construct the questions for round two in an effort to create a virtual dialogue among participants. With the exception of comment boxes, all items in the round two questionnaire were close-ended, Likert-scale type questions prompted respondents to rate the importance of, or level of agreement with, each item. Through this process, respondents prioritized, not only their own responses, but those of all 66 participants.

### **Round Three**

The results of round two questioning were synthesized using a systematic quantitative analysis of the Likert-scale responses. Cumulative score for each response item were translated into goals and strategies for round three questioning: visionary statements with a score of 5.8 or higher on a 7-point scale were translated into broad goal statements; suggested activities with a score of 5.4 or higher on a 7-point scale were translated into strategy statements. Participants again used Zoomerang technology to prioritize items.

With each round of the Delphi, participants paradoxically broadened their perspectives and narrowed their selections. The final results, which are presented in the *Findings* segment of this report, represent the culmination of this systematic, collective process.

## **Delphi Participants**

### **Selection**

Because the Delphi is designed to elicit the input of experts and/or those with skill and experience in the content area, potential participants must be nominated for participation. Out of over 1000 librarians in the state, the Vision 2020 subcommittee sought to select a diverse and geographically dispersed group of approximately 100 individuals. They wanted to include representation from public (multi-branch and stand-alone), academic (2yr and 4yr), school (K-12), and special libraries throughout the state. Types of personnel they sought to involve included administrative staff, support staff, technical staff, paraprofessional staff, public service staff, catalogers, reference specialists, youth services staff and graduate students. Also, to be nominated, they felt individuals should possess the following traits:

- Forward thinking, visionary
- Acutely aware of, and focused on, user needs
- Creative, innovative, open-minded
- Able to transcend local issues

- Dedicated to making a positive impact on library services
- Able and willing to dedicate approximately six hours of time (total) over a period of two months to participate in the Delphi
- Able to clearly and succinctly express themselves in writing
- Will speak for more than themselves and their local issues in their Delphi responses

The Vision 2020 subcommittee asked the other nine members of the Vision 2020 Task Force to recommend 10 to 15 individuals each who might meet the above criteria. From the pool of recommended individuals, the subcommittee then selected a group of diverse and geographically dispersed individuals to participate in the Delphi. Where geographic areas or personnel types lacked representation, they asked the task force for more names. In all, 79 individuals were invited to participate and 74 of them accepted the invitation. (Both the letter to the Vision 2020 Task Force and the letter of invitation are included in the Appendix.)

### **Participant Profile**

Delphi participants represented 19 different counties in Oregon with Washington (15%), Multnomah (14%), Lane (13%), Marion (12%), and Deschutes (10%) counties having the highest percentages. Sixty percent of participants identified themselves as working at public libraries and 23 percent at academic libraries. Nearly a third (32%) said they held administrative positions, 17 percent work as reference librarians, and nine percent are systems specialists. With regard to longevity: nearly a third (29%) have more than 20 years of library experience; another near-third (29%), between 11 and 20 years of library experience; 21 percent, 6 to 10 years experience; and the remaining 21 percent, five years or less. (A complete summary of the participant profile can be found in the Appendix.)

### **Response Rates**

Response rates were high for all three rounds of the Delphi:

Round one: 66 out of 74 participated (89%)

Round two: 70 out of 74 participated (95%)

Round three: 69 out of 74 participants (93%)

When invited to participate, individuals were given the schedule for the study to assure they would be available for all three rounds. Due to confidentiality it is not possible to determine if the small number of nonparticipants were the same in all three rounds.

## **Rounds One and Two**

### **Round One**

Three questions were asked of participants in round one:

1. Describe in detail your vision (dream) of what visitors will experience when they use your library in 2020. You may want to include specifics about technology, services, materials, atmosphere, delivery, personnel, etc.
2. What will need to happen between now and 2020 to achieve the library you envision? Please be specific. You may want to include policies that need to change or be developed, partnerships that may need to be formed, decisions that will have to be made, funding that must be available, leadership that will be required, systems that should be in place, etc., etc.
3. What might get in the way of achieving the library you envision for 2020?

The goal of round one was to create a large pool of diverse thoughts, ideas, and opinions regarding the future of Oregon libraries. The intention was to use the rich data generated in round one to structure a set of questions for round two that would give respondents an opportunity to view each other's responses. The process is intended to take the findings to the next level of participant clarification, understanding, and sincerity.

When combined, responses to the three open-ended questions for round one comprised 64 pages of single-spaced narrative. A detailed and systematic qualitative analysis (coding and categorizing) of the data was conducted to identify major themes and sub-themes. The twenty-five major themes and 106 sub-themes that emerged are listed below in no particular order. The open-ended responses were translated into quantitative questions for round two. (A complete listing of categorized responses can be found in the Appendix.)

### **Question 1: Vision of what visitors will experience using library services in 2020**

- **The Library Environment:** Aesthetics, functionality, allowances, space, rooms, furniture, and amenities
- **Access to Libraries:** New configurations, increased availability, convenience, self service, responsiveness, user friendliness, staff availability, and virtual libraries
- **Library and Community:** Gathering places, reputation, events, outreach, and focus on youth
- **Inclusiveness in Libraries:** Race/ethnicity, low income, and physical disabilities
- **Library Technology:** Cutting edge, educational technology, print alternatives, connection through personal devices, dual systems, searches, availability, and technological perks
- **Collaboration with Other Libraries:** Statewide, schools, centralization, and interlibrary loans
- **Library Staffing:** Technology, multi-skilled, professionalism, customer service, capacity, volunteers, expanded roles, and community orientation

### **Question 2: What needs to happen to achieve the Vision 2020 library**

- **Financing:** Funding needs, funding sources, and funding structures
- **User focused Services:** User friendly, customer service, students, and universal access
- **Collaborations:** Vendors, publishers, national organizations, local governments, nonprofits, interlibrary, and schools/academic
- **Technology:** Circulation, search, access, standardization, and development
- **Outreach:** Community approach, community promotion, and school promotion
- **Leadership:** Leadership qualities and leadership responsibilities

- **Policy:** Privacy, increased availability, trust, data, innovation, and regulation
- **Staffing:** Scheduling, diversity, expanded duties, and education
- **Staff Training:** Training topics and training strategies

### Question 3: What might get in the way of achieving the 2020 Vision

- **Regulation:** Policies and laws
- **Funding:** Lack of, inadequate funding, economic factors
- **Resistance to change:** Personal attributes, governance, and organizational factors
- **Leadership:** Personal characteristics and behaviors
- **Collaboration and Communication:** Attitudes and behaviors
- **Staff Issues:** Time issues, capacity, talent, and traits
- **Small Thinking:** Lack of creativity, traditional/conventional thinking, and uninformed thinking
- **Customer Service:** Diversity, attitudes, promotion/outreach, and irrelevance
- **Technology:** In general and specific systems

## Round Two

With few exceptions, the qualitative responses produced in round one questioning were converted to quantitative questions for round two questionnaire development. Exceptions included responses that were local in nature and had little applicability to libraries statewide, responses that were duplicative of others, and side commentary that did not qualify as a direct response to the question posed.

To the extent possible, the goal of round two was to create a virtual dialogue among participants. It also forced participants to narrow the universe of possible best choices to those they found most essential, further narrowing and focusing the data.

The 320-item Likert-style questionnaire developed from the round one findings is organized into three main sections as follows:

- I. The [vision of the] Oregon Library of 2020
- II. Strategies for Creating the 2020 Library
- III. Barriers to Creating the Oregon Library of 2020

Each of the three sections contains several sub-sections with further subdivisions. The content was solely driven from the breath and depth of responses to round one questioning. Topics that generated more comments and/or more diversity of opinion have a greater representation on the survey.

The main sections and subsections of the survey are listed below with the number of questions posed in each section noted in parentheses. (The round two questionnaire and accompanying results—total responses, frequency distributions, and summary score for each question—can be found in a separate attachment to this document.)

### I. The Oregon Library of 2020

#### Physical Environment

- Functionality (5)
- Space (8)

- Amenities (7)

**Access**

- Availability (9)
- Convenience (9)
- Self Service and Virtual Libraries (8)

**Community**

- Gathering Place (11)
- Events and Outreach (7)
- Focus on Youth (7)

**Inclusiveness (10)**

**Technology**

- Cutting Edge (7)
- Educational (6)
- Searches (6)
- Patron Perks (8)

**Collaboration**

- Statewide (6)
- Schools (4)

**Staffing**

- Roles and Responsibilities (9)
- Expanded Roles (7)

**II. Strategies for Creating the 2020 Library**

**Financing**

- Strategies (11)

**Customer Service**

- User Friendly (8)
- Students (7)

**Collaboration**

- With Vendors (7)
- With Nonprofits and Local Governments (7)
- With Other Libraries (10)

**Technology (11)**

**Community**

- Outreach (5)
- Promotion (8)

**Leadership**

- Qualities (11)
- Responsibilities (8)

**Policy**

- Privacy and Trust (8)
- Regulation (7)

**Staffing**

- Background and Preparation (8)
- Training Topics (12)
- Training Strategies (6)

**III. Barriers to Creating the 2020 Library**

**Financial Factors (8)**

**Resistance to Change (9)**

Leadership (5)  
Collaboration and Communication (4)  
Relevance (4)  
Technology (11)  
Policies/Politics/Bureaucracy (11)

## Findings: Round Three

Round three is the culmination of the Delphi process.

By the time participants reach round three they potentially have examined their own thinking, reacted to the contributions of others, reflected on new and emergent possibilities, discarded preconceived notions, readjusted their thinking, and selected responses that fit with their newly informed and expanded perspective. Their continual commitment adds strength and credibility to the findings.

The purpose of round three was to help participants narrow preferences to the most essential. Using the cumulative scores calculated for each Likert-scale item on the round two questionnaire, prioritized lists in descending order of importance were developed for all items in the first two sections of the survey: *The Oregon Library of 2020*, and *Strategies for Creating the 2020 Library*. (The subcommittee decided that the third section, *Barriers to Creating the Library of 2020*, did not merit continuation into round three.)

The top items (a score of 5.8 or higher on a scale of 7) of the prioritized list for section one (*The Oregon Library of 2020*) were translated into goals, and the top items (a score of 5.4 or higher on a scale of 7) for the second section (*Strategies for Creating the 2020 Library*) were translated into strategies. This approach generated a total of ten goals and 42 strategies for achieving those goals. The ten goals are listed here in no particular order.

### Ten Goals That Resulted from Round Two Questioning:

- All Oregonians will have a local public library available for their use.
- All K-12 students in Oregon will have a professionally staffed, resource-rich school library available for their use.
- Library materials will be available in sufficient quantity to meet a reasonable level of demand among residents and students in Oregon.
- Oregonians will have universal access to materials housed in any public or academic library throughout the state.
- Oregon libraries will be responsive to users' information needs at individual, community, and statewide level.
- Oregon public libraries will have a strong community presence as gathering places, resource centers, and program sponsors.
- Every public library in Oregon will make the provision of literacy skills for children aged 0 to 18 an integral part of their mission.
- All Oregon libraries will offer a complete array of customer online functions including the capability to reserve and check out materials online, conduct online searches, and download information directly from library databases.
- Libraries throughout the state will have meaningful and functional collaborations with each other

for the purposes of sharing resources, increasing buying power, standardizing procedures, sharing best practices, and improving quality.

- Oregon librarians will have a reputation for being knowledgeable, multi-skilled, approachable, and situationally responsive to a wide range of patron and student needs.

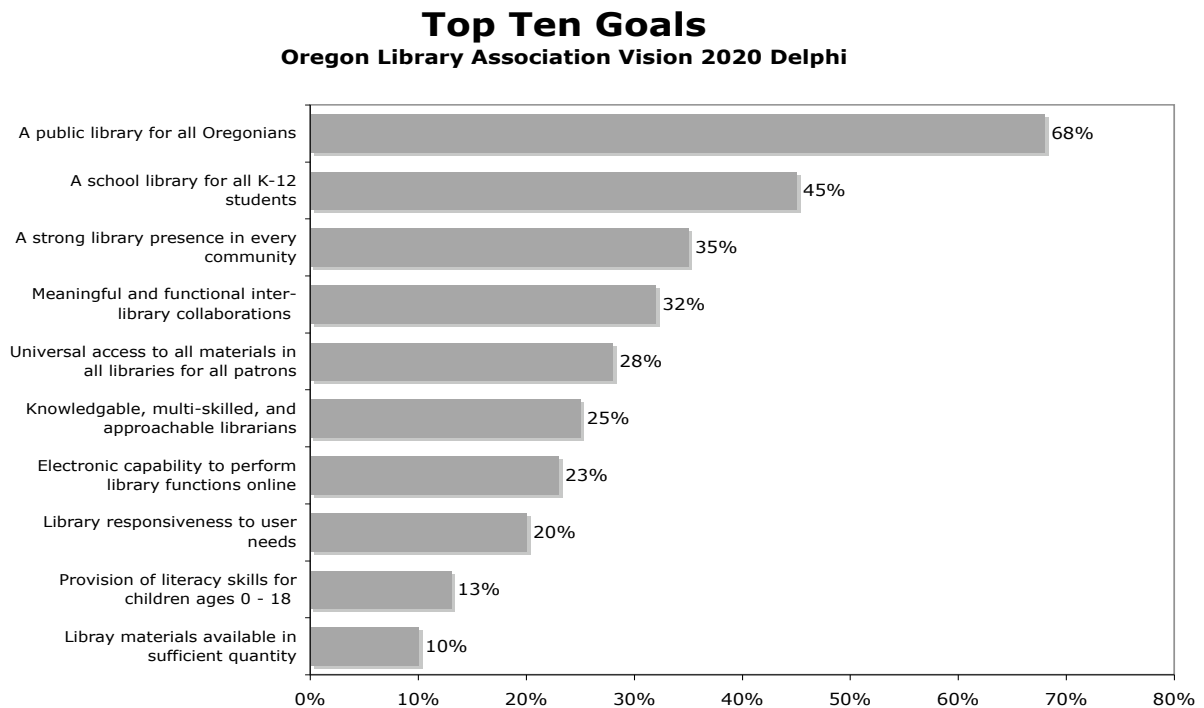
### Top Ten Goals

Of the ten goals participants were presented in round three, they were asked to select the three goals they believed were most important to achieving their vision for the Oregon library of 2020. Graph 1 on the next page summarizes their responses. Not surprisingly, a full 68 percent chose, “A public library for all Oregonians,” followed by “A school library for all K-12 students” (45%). Those were followed by, “A strong library presence in every community” (35%), and, “Meaningful and functional interlibrary collaborations” (32%). (Note: Total response exceeds 100 percent because respondent selected three goals.)

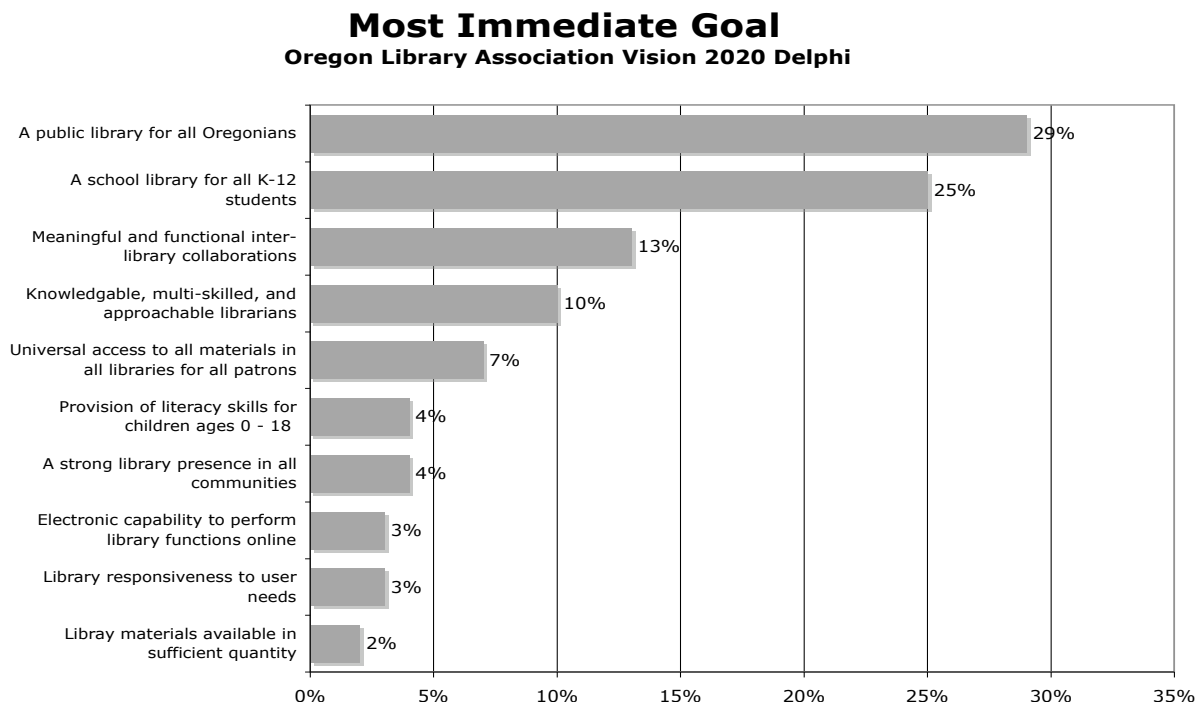
### Most Important Goal

Participants were also asked, of the ten goals, which they felt is the most immediate (need to start working on first). Graph 2 on the next page displays their responses. The order changes slightly with this qualifier added. “Meaningful and functional interlibrary collaborations,” and “Knowledgeable, multi-skilled, and approachable librarians,” move up the list from fourth and sixth place respectively to third and fourth respectively.

### Graph 1. Top Ten Goals



## Graph 2. Most Immediate Goal



### Operational Goal

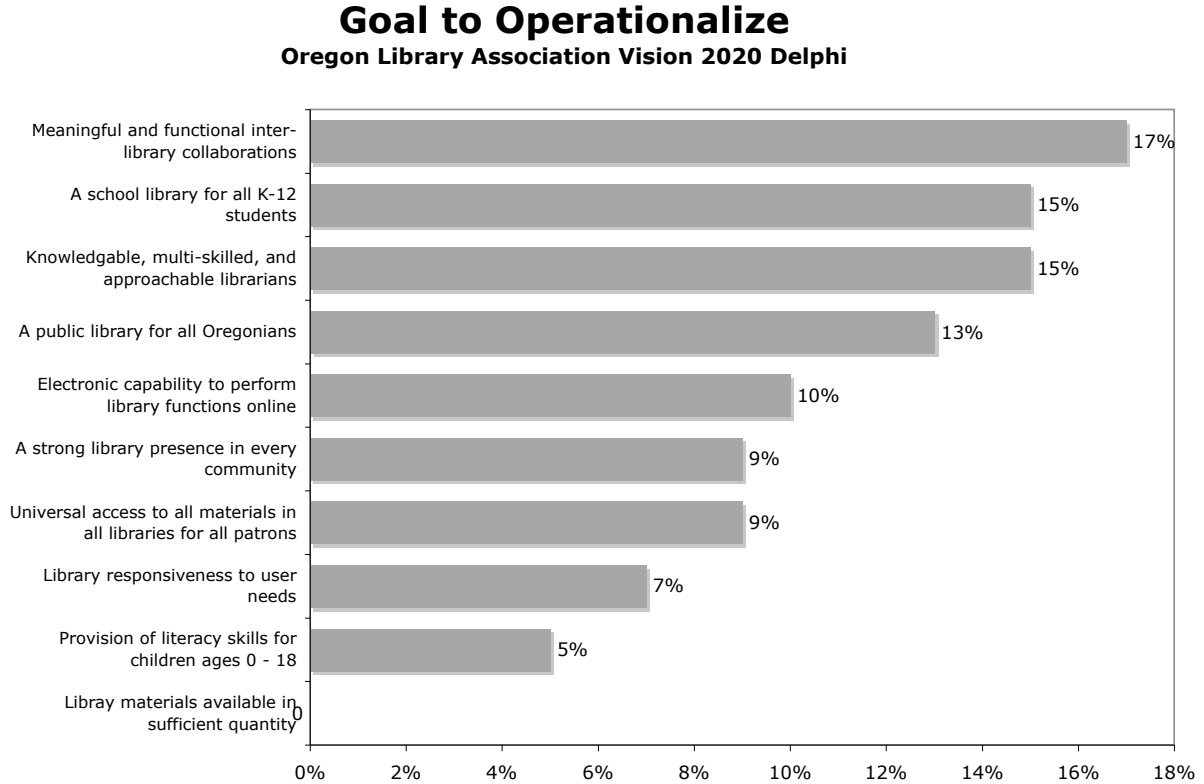
The third task given respondents in round three was to choose one of the three goals they originally chose and select ten strategies they thought would be required to operationalize that goal. The prioritized list of goals they chose to operationalize is presented in Graph 3 on the next page. Interestingly, “A public library for all Oregonians,” drops to fourth place in the list and, “Meaningful and functional interlibrary collaborations,” moves to the top of the list. “Knowledgeable, multi-skilled, and approachable librarians,” also holds a place higher on this list than it does on any of the others. The same is true for, “Electronic capability to perform library functions online.” “Library materials in sufficient quantity,” remains at the bottom of all three prioritizations.

### Strategies to Operationalize Goals

The strategies participants selected to operationalize the goals displayed in Graph 3 are displayed in Table 1. A cross-tabulation of goals and strategies identified the specific strategies participants identified for the operational goal they selected. The results are displayed in Table 1., which starts on the next page.

The goals in Table 1 are ordered in the same sequence as they appear in Graph 3 above. The strategies listed in the boxes to the right of each goal are the top three strategies chosen for that goal. In several cases, multiple goals obtained the same score. When that was the situation, all strategies in the top three score range were included. (A master listing of prioritized strategies can be located in the Appendix, however it does not aggregate strategies by the goal they were selected to achieve.)

**Graph 3. Operational Goal**



**Table 1. Operational Goals and Accompanying Strategies**

Goal	Strategies
<b>Libraries throughout the state have meaningful and functional collaborations with each other for the purposes of sharing resources, increasing buying power, standardizing procedures, sharing best practices, and improving quality.</b>	<ul style="list-style-type: none"> <li>• Establish consortia to help libraries collectively negotiate contracts with common vendors.</li> <li>• Establish strong partnerships between K-12 school, local public, and local college libraries.</li> <li>• Develop consistent policies for interlibrary loans and system access.</li> <li>• Develop a universal library card that allows all Oregon residents access to materials in any library throughout the state.</li> </ul>
<b>All K-12 students in Oregon have a professionally staffed, resource-rich school library available for their use.</b>	<ul style="list-style-type: none"> <li>• Craft legislation that requires that all K-12 students have access to a school library.</li> <li>• Promote libraries and library services to state legislators.</li> <li>• Establish strong partnerships between K-12 school, local public, and local college libraries.</li> </ul>

<p><b>Oregon librarians have a reputation for being knowledgeable, multi-skilled, approachable, and situationally responsive to a wide range of patron and student needs.</b></p>	<ul style="list-style-type: none"> <li>• Provide library staff with training in computer technology</li> <li>• Reorient library staff to be more mobile in providing instruction, reference assistance, and reader’s advisory wherever patrons are in the library (staff go to patrons rather than patrons going to staff).</li> <li>• Provide library staff with training in assessing user needs.</li> <li>• Provide library staff with training in customer service.</li> <li>• Encourage library staff to regularly visit community institutions such as schools, daycare centers, and senior centers to promote library services and reach out to the community.</li> <li>• Actively promote the informational services and professional staff expertise that librarians have to offer to the community.</li> <li>• Hire/promote individuals to leadership positions who are good listeners, who ask for staff input, and are connected to community.</li> </ul>
<p><b>All Oregonians have a local public library available for their use.</b></p>	<ul style="list-style-type: none"> <li>• Craft legislation that requires that all Oregon residents have access to a public library.</li> <li>• Research the funding structures and mindsets of other states and communities that have thriving library programs.</li> <li>• Promote libraries and library services to state legislators.</li> </ul>
<p><b>Oregon libraries offer a complete array of customer online functions including the capability to reserve and check out materials online, conduct online searches, and download information directly from library databases.</b></p>	<ul style="list-style-type: none"> <li>• Guide the improvement of OPACs to incorporate faceted searching, relevance ranking, and external data that users have come to expect on sites like Amazon.</li> <li>• Ensure that patrons with personal mobile devices (e.g. iPods) have the capability to download a full array of materials (music, books, etc.) from any Oregon library.</li> <li>• Support/guide the standardization of e-book formats and audio files to make them accessible through MP3 players, iPods, and other personal devices.</li> <li>• Negotiate with vendors to establish affordable patron access to downloadable digital media including music and movies.</li> </ul>
<p><b>Oregon public libraries have a strong community presence as gathering places, resource centers, and program sponsors.</b></p>	<ul style="list-style-type: none"> <li>• Hire/promote individuals to leadership positions who are good listeners, who ask for staff input, and are connected to community.</li> </ul>

	<ul style="list-style-type: none"> <li>• Promote libraries and library services to state legislators.</li> <li>• Promote library features and events in Oregon newspapers and in various newsletters and websites statewide.</li> <li>• Encourage library staff to regularly visit community institutions such as schools, daycare centers, and senior centers in an effort to promote library services and reach out to the community.</li> <li>• Engage marketing analysis experts to help libraries understand and accurately target the needs of their patrons.</li> <li>• Provide dedicated space--lounges, social areas, etc.—in which teens can congregate and socialize.</li> </ul>
<p><b>Oregonians will have universal access to materials housed in any public or academic library throughout the state.</b></p>	<ul style="list-style-type: none"> <li>• Develop consistent policies for interlibrary loans and system access.</li> <li>• Promote libraries and library services to state legislators.</li> <li>• Establish regional/statewide consortia to allow for inter-library sharing of all available collections and resources.</li> <li>• Develop a universal library card that allows all Oregon residents access to materials in any library throughout the state.</li> </ul>
<p><b>Oregon libraries will be responsive to users’ information needs at the individual, community, and statewide level.</b></p>	<ul style="list-style-type: none"> <li>• Guide the improvement of OPACs to incorporate faceted searching, relevance ranking, and external data that users have come to expect on sites like Amazon.</li> <li>• Provide library staff with training in assessing user needs.</li> <li>• Engage marketing analysis experts to help libraries understand and accurately target the needs of their patrons.</li> <li>• Hire/promote individuals to leadership positions who are able to shift resources as necessary to respond to changing use patterns, media formats, electronic tools, population demographics, and community needs.</li> </ul>
<p><b>Every public library in Oregon will make the provision of literacy skills for children aged 0 to 18 an integral part of their mission.</b></p>	<ul style="list-style-type: none"> <li>• Provide library staff with training in literacy skill-building.</li> <li>• Provide library staff with training in customer service.</li> <li>• Establish strong partnerships between K-12 school, local public, and local college libraries.</li> </ul>

## What Librarians Offer Each Other

Delphi participants were asked an additional question in round three (not derived from round two):

*Through your participation in this Delphi process you engaged in a wide-ranging virtual dialogue with a variety of other librarians throughout the state. Based on your experience in this process, what one essential thing would you say librarians have to offer each other? What one thing should librarians expect to receive from each other?*

Most respondents answered this dual question with a single reciprocal answer that applied both to what librarians have to offer each other and what they can expect to receive. The five most commonly mentioned concepts include:

- Share knowledge, information, and ideas with each other
- Exchange new ideas and innovative approaches
- Be open, open-minded, and appreciative of each others' differences
- Collaborate and cooperate with each other
- Inspire, mentor, and encourage each other

Also frequently mentioned were: respect for one another and each other's mission, common goal sharing, and learning from each other. One respondent wrote: "Too often librarians and libraries focus on their own patrons. Libraries need to understand that we are all in this together, have like goals and should be willing to support each other in what may seem like non-traditional ways." Another lamented: "Librarians have tremendous opportunity to share experiences yet sadly, in Oregon, most work in isolation - particularly in the rural areas."

Respondents mentioned various forms of support they sought from each other: "We offer a wide-ranging, deep information and knowledge pool. We should expect to receive extensive and welcome collegial support and idea sharing; there is rarely cause to invent a wheel...there's usually someone/something to adapt from." Several want to be inspired and challenged by each other: "We should expect to inspire and challenge each other to constantly reinvent our services as user needs evolve."

Others long to tear down walls that block mutual sharing: "We have so much to learn from one another about what different types of patrons need and how they need it. We can break down those walls that prevent sharing of resources; we can continue to provide professional, knowledgeable service via all sorts of new methods, etc." Another suggested that librarians capitalize on their intrinsic altruism: "Librarians share a strong value of doing good for society...they need to continue to change with society if they want to continue these good deeds into the future."

Finally, one respondent commented on the Delphi process itself: "Being able to see what suggestions are listed above open[ed] my eyes to some issues I hadn't thought of and I'm sure others feel the same."

## Intended Use of Study Findings

Consistent with the visionary spirit of this effort, questions in the study were worded in a way to encourage respondents to dream big about future library services in Oregon. Their dreams formed

goals and their ideas for change included policy changes, systems improvements, new collaborations, technological advances, additional training, new leadership, and a host of other ideas. Their intention was that the collective wisdom they generated would be used by the OLA Vision 2020 Task Force to thoughtfully and intentionally address the need for library services among the people of Oregon in the next decade.

# Appendix

## Letter to full Vision 2020 Task Force

Dear Colleague,

The Vision 2020 Subcommittee has begun the design of a Delphi study intended to gather information and ideas from a variety of perspectives about the opportunities and challenges facing Oregon libraries in the next decade. We are asking for input from the full Vision 2020 Committee in selecting individuals appropriate for the study.

The Delphi is an iterative technique for collecting and distilling the thoughts and opinions of individuals who are generally experts in their field. It combines quantitative and qualitative methods in a three round data collection process conducted by email. The Delphi process begins with a broad open-ended question intended to generate a wide variety of thoughts and opinions. A researcher synthesizes the responses and sends the summary back to participants for review and additional comments and feedback. This gives participants an opportunity to view the thoughts and comments of others and adjust and augment their thinking. The data is further refined in two more rounds of questioning using questionnaires that have been custom-designed from the information provided in previous rounds until a prioritized list of detailed recommendations is generated.

Because the Delphi requires the input of experts, potential participants are nominated for the study, rather than asked to volunteer or selected randomly. Out of over 1000 librarians in the state, the Vision 2020 Subcommittee seeks to select a diverse and geographically dispersed group of approximately 100 individuals to participate. We strive to include representation from public (multi-branch and stand-alone), academic (2yr and 4yr), school (K-12), and special libraries throughout the state. Types of personnel we would like to involve include administration, support staff, technical staff, paraprofessional staff, public service staff, catalogers, reference specialists, youth services staff and graduate students. Individuals nominated for the Delphi should possess the following traits:

- Forward thinking, visionary
- Acutely aware of, and focused on, user needs
- Creative, innovative, open-minded
- Able to transcend local issues
- Dedicated to making a positive impact on library services
- Able and willing to dedicate approximately six hours of time (total) over a period of two months to participate in the Delphi
- Able to clearly and succinctly express themselves in writing
- Will speak for more than themselves and their local issues in their Delphi responses

We are asking the twelve members of the Vision 2020 Committee to recommend 10 to 15 individuals each who meet the above criteria. From the pool of recommended individuals, the Subcommittee will select a diverse and geographically dispersed group of 110 to 120 individuals to invite to participate in the Delphi. Invitations will be sent directly to the individuals selected.

Please send your list of the 10 to 15 individuals you would recommend for the Delphi study to Teresa Landers by entering your responses to the following “survey:

[http://www.surveymonkey.com/s.aspx?sm=IHZnWiiDcBapeTzpbsqPYg\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=IHZnWiiDcBapeTzpbsqPYg_3d_3d)

**no later than April 8.** If you have any questions or would like to know more about the Vision 2020 study or the Delphi process please contact Teresa Landers by email at [teresa.landiers@ci.corvallis.or.us](mailto:teresa.landiers@ci.corvallis.or.us) or by phone at 541-766-6995.

## Invitation to Delphi Nominees

Dear Librarian,

The Vision 2020 Committee of the Oregon Library Association has decided to conduct a Delphi survey with librarians throughout the state to gather information and ideas from a variety of perspectives about the opportunities and challenges facing Oregon libraries in the next decade.

You are one of a group of approximately 120 individuals who has been nominated by the Vision 2020 Committee to participate. You were selected because of your knowledge and skill in some aspect of library services, and understanding and dedication to addressing the needs of library users.

The Delphi is a multi-stage process for collecting and distilling the thoughts and opinions of individuals who are skilled and well informed in their content area. It is a three round data collection process conducted by email. The Delphi process begins with a broad open-ended question intended to generate a wide variety of thoughts and opinions. A researcher synthesizes responses to the question and sends the summary back to participants for review and additional comments and feedback. The information is then further refined and converted into a questionnaire for round two. The process is repeated in round three. Ultimately, information is reduced down to a prioritized list of detailed recommendations for the Vision 2020 Committee to use in their strategic planning process.

The time commitment for each round of the Delphi is estimated to be two hours--an estimated total time commitment of six hours. The first round will require written answers to a series of three to five broad, open-ended questions. Rounds two and three will require responses to questionnaires that include both open-ended and close-ended questions. All of your responses will be kept completely anonymous by the researcher. No names or other identifiers will be attached to any comments.

Estimated dates for the Delphi rounds are as follows:

<b>Round One</b>	<b>May 1</b>	The first round of questioning is sent to participants.
	<b>May 11</b>	Round one responses are returned to researcher.
	<b>May 25</b>	Round one responses are summarized by researcher.
<b>Round Two</b>	<b>June 8</b>	Round two questionnaire is sent to participants.
	<b>June 15</b>	Round two responses are returned to researcher.
	<b>June 29</b>	Round two responses are summarized by researcher.
<b>Round Three</b>	<b>July 12</b>	Round three questionnaire is sent to participants.
	<b>July 22</b>	Round three responses are returned to researcher.
	<b>Aug 10</b>	Round three responses are summarized and sent to Vision 2020 Committee.

If this sounds like something in which you would like to participate--and you will be available for all three rounds--please let us know of your interest **no later than April 28** by completing the attached form.

We encourage you to consider this opportunity to inform the future of Oregon libraries for the next decade and would genuinely appreciate the unique contribution you would make.

If you have any questions or would like to know more about the Vision 2020 study or Delphi process please contact Teresa Landers (teresa.landerson@ci.corvallis.or.us; 541-766-6995). Otherwise, we look forward to your response.

**Attached survey (Survey Monkey):**

Name

Email

Phone (in case we can't reach you by email)

I work for (or am associate with a):

- Public library
- Academic library
- School (K-12) library
- Special library: \_\_\_\_\_
- Other: \_\_\_\_\_

My primary position with the library I am associated with is:

- Administrator
- Support staff
- Cataloger
- Reference librarian
- Children's services
- Young adult services
- Outreach
- Technical
- Systems
- I'm a graduate student
- Other: \_\_\_\_\_

I have been working in library services for:

- Less than 2 years
- 2 to 5 years
- 6 to 10 years
- 11 to 20 years
- More than 20 years

The county I work in is: \_\_\_\_\_

## Participant Profile

<b>Type</b>	>1 ok	<b>Work in Library</b>	
Public	47	less 2	5
Academic	18	2-5	11
School	4	6-10	16
Special	2	11-20	22
MLS	3	more 20	22
State	6		
Other	2	<b>Reside in OR</b>	
		less 2	9
<b>Position</b>	>1 ok	2-5	14
Admin	25	6-10	13
Support	8	11-20	21
Cataloging	5	more 20	22
Reference	13		
Children	12	<b>County</b>	
YA	14	Benton	3
Outreach	2	Multnomah	11
Tech	4	Marion	9
System	7	Deschutes	8
Grad student	2	Lane	10
Other	3	Lincoln	6
spanish	1	Washington	12
		Clackamas	2
		Linn	1
		Lake	1
		Jackson	3
		Union	1
		Baker	4
		Wheeler	1
		Yamhill	2
		Crook	1
		Umatilla	1
		Polk	1
		Clark (WA)	1
			78

## Round One, Question 1 Responses

Describe in detail your vision (dream) of what visitors will experience when they use your library in 2020. You may want to include specifics about technology, services, materials, atmosphere, delivery, personnel, etc.

### THE LIBRARY ENVIRONMENT

#### AESTHETICS

- Warm and inviting
- A welcome mat at the front door
- Soft music playing
- Lots of visual displays and wall hangings
- Light and airy
- Clean, uncluttered spaces
- Inviting lobby
- Bright with natural light
- Colorful art, plants
- Lots of windows
- Windows that look out over greenery (trees and gardens)
- Well-lit lobby
- A "bookstore" feel in terms of displays
- Major physical updating from the inside out

#### FUNCTIONALITY

- Flexible, movable furnishings
- Flexible seating and shelving
- Mini laptops instead of fixed stations
- Easily accessible power outlets for portable devices, and wireless access
- Rather than looming, intimidating reference desks, smaller kiosks sprinkled throughout the library
- Reference librarians with laptop carts and the ability to roam
- Proper signage throughout
- A place that is intuitive
- Library buildings are green

#### ALLOWANCES

- Respectful cell phone use allowed in the library
- Food and drink allowed in library spaces

#### SPACE

- Space to work with others
- Space for students to work with teachers
- Adaptable changeable spaces
- Designated areas for quiet study
- Sufficient seating so visitors can meet with friends and colleagues
- Spaces large enough to accommodate multiple activities
- Dynamic spaces for interaction and quiet places for introspection
- Space for materials display
- A variety of workspaces catering to various learning styles
- Space to display big bookstores

- Spaces large enough to handle user demand
- Children's area for play; parents area to watch children and browse collections
- Group areas for teens to hang out

### **ROOMS**

- Sufficient office space and workrooms for library personnel
- Small study rooms for up to 6-10 people
- Private staff meeting rooms
- Private enclosed study rooms of various sizes for groups or individuals
- A large children's room with games (both computer and non-computer)

### **FURNITURE**

- Comfortable chairs and tables set up for collaborative projects
- Quiet independent work tables
- Comfy chairs for readers who want quiet
- All the comforts of home (sofa, fireplace, tables and chairs)
- Well lit tables
- Large tables with lots of room for spreading out big items
- Soft seating with adjacent moveable stands for computers or cups of coffee
- Work desks for laptops
- Work stations with soundproofing

### **AMENITIES**

- Ability to buy beverages in the library or nearby
- A soundproof room for recording media
- A computer lab for desktop publishing, scanning, gaming, and internet use
- Presentation tools like projectors available for group work and presentation practice
- Office services/business center with copy and fax machines (or comparable technology in 2020)
- Meeting rooms available free of charge
- Free access to the internet

## **ACCESS TO LIBRARY SERVICES**

### **NEW CONFIGURATIONS**

- Interactive and/or downloadable products are intermixed throughout.
- Bigger "holds shelves" for increased number of holds; holds ratio 5:1 or less.
- Shelves are available in lobby for recently returned items for patrons to browse.
- Reference and circulation desks are combined into a single service point near the entrance/exit.
- Bookstore classifications are used for public collections.
- Materials are arranged in a circular way so a visitor need only turn and scan where to go.

### **INCREASED AVAILABILITY**

- Materials are freely available in sufficient quantity to avoid waiting.
- The time it takes for materials to be returned and placed back on the shelf is reduced significantly.
- All Oregonians have a public or school library to use.
- Best sellers are available to more readers immediately through utilization of book rental agencies in both adult and children's services.
- A wide selection of fiction is available.
- Access to high-quality databases including databases of primary source documents is provided.
- Research functions and expertise is available to government agencies and businesses.
- Interesting, unusual, or unique collections from anywhere in the state are readily available regardless of patron location.

- “Best Sellers” and popular materials will not be hard to come by and copies available to people who are willing to pay \$1 per item.

### **CONVENIENCE**

- The delivery methods of Netflix (both mail and instant download) are employed for library materials.
- In each area (youth, teen, adult, magazines, and more) a small, informal looking staff desks are found where items can be checked out in addition to the services similar service desks already provide.
- The library building is open 7 days a week.
- Turnaround time is one week or less for new items being processed.
- Libraries deliver analog materials that are requested directly to patrons’ doors.
- Library branches are located in areas that are most convenient for the community.
- Resources that need to be acquired or borrowed from other sources are seamlessly requested.
- Libraries offer home delivery of items, as well as delivery to larger employers, grocery stores, etc
- Members can opt to receive library items by mail for a small fee.
- Docking stations for multiple kinds of devices for accessing the Internet are ubiquitous.
- Libraries are open in the evenings for students to do homework and get help with assignments.
- Visitors access a computer with no wait and receive quality assistance using the machines.
- Materials not readily accessible are delivered to patron’s desktops in hours rather than days.
- Library websites are well designed and can act as a virtual branch, complete with a variety of customer service functions.

### **SELF SERVICE**

- Red box DVD-style machines that allow members to borrow high demand materials are located at MAX and bus stops, parks, and other busy, high traffic areas.
- Patrons access informative databases either at home or in the library through the library homepage.
- Patrons check out and reserve materials online.
- Patrons check out materials and pick up holds at “Help Yourself” stations in the library.
- Customers use their portable handheld devices to find materials and to access information using self-created usernames and passwords.
- Individuals pick up requested items at secure post office box-like locations where by scanning their card they can retrieve items in a pre-identified box number.
- Though many "visitors" will never set foot in they library they will receive a full array of services including downloading reading material and music onto their portable devices.

### **RESPONSIVENESS**

- Libraries actively seek and incorporate community input to respond to needs in their area.
- More of an emphasis is placed on collecting member suggestions.
- School libraries ensure they have materials that are being used in classrooms.
- Patron input influences collection development, programming, technology, and services offered.

### **USER FRIENDLY**

- The need to use four or five different tools to get to all of the options the library provides have vanished as aggregated services provide seamless access to everything users need.
- Technology interfaces are intuitive and present a seamless discovery experience that incorporates resources from various sources – the library’s own collections, networked and licensed resources, information on the web.
- Technology interfaces present information free of jargon and in the language preferred by the user.
- Staff are freed from desks and easily able to meet patrons at their point of need in the physical or virtual space.
- When users visit the library in person, they will easily find the path that suits them at the moment – whether exploring the collections on their own, using technology to discover resources, or asking for guidance from a person.

- Regardless of where or how the patron interacts with the library, they have a consistent level of access and information including talking to staff, using the phone, using an in-house computer, and remote access from computers or portable devices.
- Fines for overdue materials no longer exist.

### **STAFF AVAILABILITY**

- Every library has wireless Internet access which staff use to roam the library, making their presence even more obvious and making them more approachable.
- Librarians move outside of the library walls, taking laptops to other locations on campus where students congregate to provide on-the-spot reference and increase the visibility of library services.
- The library director works in an office right next to the circulation desk, with a glass wall, where all the patrons can see them and knock on their door whenever they want to.

### **VIRTUAL LIBRARIES**

- Library access is available at school events, at the farmers' market, at the site of free summer lunch program, and maybe even the mall.
- Librarians conduct a weekly story time outside at the farmer's market.
- Programs that feature how to access library services take place at other locations in the community.
- Early literacy story times and training for parents and caregivers are provided in community locations.

## **LIBRARY AND COMMUNITY**

### **GATHERING PLACE**

- An obvious third place for people in the community
- A place where students, faculty and the public can come to gather as a community
- A place that enables individuals to engage in discourse on any number of issues
- A natural networking site among different communities
- A place that offers opportunities for parents to meet other parents and children and build community
- Serves as a community cultural center
- A place to offer activities for underserved populations
- A community center for lifelong learning with programs and activities in multiple languages
- Hub for in-person civil discourse, interaction, conversation, speakers, activities, literacy
- Community resources easily available: bulletin board, brochure/pamphlet rack

### **REPUTATION**

- The coolest places to be in town to surf the web, attend an event, and browse the shelves
- A place to relax and hang out
- The place where people come to find information as well share and utilize information
- Not just another stop on an endless list of errands
- Strong physical presence in the community
- A doorway to the world beyond and less of a destination in itself
- The sense, whether in person or remotely, of a cohesive, community-oriented service center
- The "community connector"

### **EVENTS**

- Visitors participate in a library-sponsored event at least once a week no matter their age.
- Cultural performances and experiences are generously represented.
- Community events such as modern teacher-librarian story times, reading groups, performing arts, culture and language exchanges are offered.
- Local performances, concerts, and speakers are presented and broadcast as they occur.

## **OUTREACH**

- Outreach services in all departments serve the community who are unable to come to the library.
- A weekly "library report" integrates public, school and special library real user outcomes in newspapers, newsletters, web pages, etc.
- Librarians set up tables at local high school basketball games and middle school open houses to issue library cards right there on the spot.
- Expanded outreach efforts include more visits to schools, day cares, community events and senior centers.

## **FOCUS ON YOUTH**

- Story time programming is frequent.
- Teens have their own dedicated spaces, not just study areas, but lounges.
- Libraries are relevant, fun and valuable to teens.
- Teens work for the library, both as paid staff and as volunteers.
- Teens plan and conduct programs, design displays, contribute content to the library's online presence(s).
- The library facilitates creativity through creation stations where teens can make movies, compose music, design games, make art, and write.
- The library provides practical tools--language instruction, job skills training, and community information--connecting teens with the organizations and resources that will help empower them.
- All public libraries devote considerable resources to providing early literacy services to all children, roughly 0-5, in their service area.
- Libraries are recognized leaders in early childhood development, and actively assist parents and caregivers.

## **INCLUSIVENESS IN LIBRARIES**

### **RACE/ETHNICITY**

- Translators of websites, catalogs, and at check-out terminals instantly translate to the native language of user's choice.
- Libraries hire/train bi-lingual staff (Spanish).
- Libraries develop a larger Spanish language collection.
- Libraries offer basic computer skills classes in Spanish, hold a weekly story time in Spanish, and sponsor a Spanish-language book club for school kids
- Libraries actively seek to partner with local agencies to provide ESL tutoring/study groups.
- Volunteers facilitate bilingual sessions on topics like personal finance, resume & job skills, education & financial aid, and citizenship.
- Programming is offered in Spanish.
- A Latino liaison shows Spanish speaking individuals how to use the library, and helps them fill out job applications and write letters to immigration
- Libraries hold annual meetings where Mexican ambassador representatives meet with legal and illegal Mexican aliens to offer them access to government services

### **LOW INCOME**

- Libraries address the technology gap between the poorest and the wealthiest patrons.
- Low cost Internet access is available for low-income people (especially students) along with the loan of devices to access the Internet.
- Libraries bring their services to all of the community, not just the ones who can afford computers at home.

### **PHYSICAL DISABILITIES**

- Libraries offer better niche services for a spectrum of user needs, from the visually impaired to the learning disabled.
- Library technology is accessible to people with a variety of physical abilities.

- Library spaces and collections are easy to access for differently-abled visitors.

## **LIBRARY TECHNOLOGY**

### **CUTTING EDGE**

- Libraries are beta test sites for any new technologies in the pipeline.
- Current journals can be browsed through interactive flat panels that feel like a magazine.
- CDs, DVDs, videos, audiotapes and similar formats are completely replaced with digital materials.
- Enhanced digitization exists for “on demand” services so that patrons around the world can request items from a specific library and receive a digital copy if the physical copy cannot be loaned.

### **EDUCATIONAL TECHNOLOGY**

- Students work on joint projects by way of the computer (social networking) or watch a teacher performing a science lab on the computer and while plugged into the computer with head phones.
- Spaces for group work have an electronic whiteboard that can be connected to the student's computer or player that can be used to share group ideas.
- Equipment like scanners/OCR readers will allow students to save information in digital format.
- Library web pages guide students to resources when the library is closed.
- Hosting for student blogs and workspaces (like Ning) enable students to collaborate off-campus in a safe, secure environment.
- An electronic-reader (like Kindle?) is available for each student, to download textbooks reducing the worry about textbook shortages and lost and damaged textbooks
- A wide variety of software on student lab computers supports curriculum in other classes.

### **PRINT ALTERNATIVES**

- Patrons use iPods to check out books or download a book, music, etc.
- Online information is full-text and downloadable for books, magazine articles, music, etc.
- Books in print are viewable on a computer screen.

### **CONNECTION THROUGH PERSONAL DEVICES**

- Patrons use their mobile computer devices (like iPhones, Google Phones, etc.) to locate library resources in the catalog and physically on the shelf.
- Personal mobile technology is ubiquitous whether that means Netbooks, Smartphones, Kindle-like readers, or other devices.
- Individual wireless systems are automatically recognized and connected to library systems.

### **DUAL SYSTEMS**

- The library preserves its traditional role of providing access to print literature but is also fully capable of providing access to newest technological advances.
- Electronic full text is available for most resources, but physical books are as well.
- Patrons can download what they'd like, but they can also get hard copies of things in a timely fashion, whether or not they're new, cutting edge, really popular.
- Lower-income and older people will still be able to take home the actual media (DVDs, VHS tapes) to use on their players.

### **SEARCHES**

- Users are able to search multiple collections using one search function instead of jumping through the various hoops to get electronic items (journal articles, mostly).
- Meta-searching is the norm, probably provided by Google.
- GPS and RFID technology is used to keep track of materials and to help patrons customize and personalize their searching/finding experience.
- Online catalogs provide "one-stop shopping," in which library users are able to access whatever they need from a single search point.

- Reference services are provided to users via numerous technological pipelines: text messaging, Skype, iPhone, PDA etc.
- Online tutorials and resources that are accessible by computers, iPhones, and PDAs will provide ready reference answers to patrons.
- Search engines are more comprehensive and user interfaces are more intuitive.

### AVAILABILITY

- Patrons are able to check out laptops, kindles and multimedia production equipment.
- High speed Internet is available for the public and staff.
- Wireless access exists throughout the building as well as lots of electrical outlets.
- MP3 audiobooks, and DVD movies are more available.
- Unique material, both born-digital material and digitized archival material is extensively available.
- Digital library collections encompass all of the unique collections in Oregon's libraries, archives, museums and historical societies, including all of Oregon's pre-1923 newspapers.
- Previously hidden full text resources that are in the public domain, out of copyright, or out of print are accessible.
- Color printers are available for patrons.
- Library catalogs are seamlessly integrated with social networking and product review programs (such as Library Thing and GoodReads).

### TECHNOLOGICAL PERKS

- Patrons can print from their laptops.
- Patrons have the ability to text for holds and overdues.
- Patrons have the ability to freely loan e-books in the same way published books are loaned.
- Print-on-demand book centers are available.
- 24/7 hold pick-up stations are available.
- No limits exist on email/MyDocs storage space.
- All patrons have seamless virtual access to all of the library's resources through an open wireless network.
- For those using library virtually, library resources are customized for their needs through interactive sessions with library staff.

## COLLABORATION AMONG LIBRARIES

### STATEWIDE

- Every library is aware of the universe of library resources statewide.
- Every library throughout the state shares its available resources with each other.
- All libraries are considered local branches of the Pacific Northwest (PNW) library community.
- Libraries cooperate in a way that each has the ability to deliver more services.
- Libraries build consortia to increase their buying with different vendors.
- Locally planned and supported library cooperatives widen partnership possibilities for the sharing of print materials.

### SCHOOLS

- School librarians interact with each other on a regular basis.
- Distinctions are erased between academic and public libraries that enable school libraries to work more closely with public libraries.
- Greater partnerships exist between K-12 school libraries and local college libraries.
- Academic librarians work closely with school librarians to provide seamless delivery of information and literacy instruction.
- School librarians incorporate district-wide (statewide?) information literacy standards into energetic lessons that get students excited about reading.

## **CENTRALIZATION**

- A universal library card is standard for all residents statewide.
- Residents use any library in the state as they would their own.
- Libraries cataloging, metadata, and reference services are not limited to the collection owned by their library.
- Google or its equivalent is the first choice for discovery of library materials instead of local catalogs.
- Holds are stored centrally and updated in real time.
- All information necessary to make requesting, fulfillment and circulation possible directly from other web services (such as Google, LibraryThing and other web services) is shared by a central registry service that can be updated online as necessary by individual libraries.

## **INTERLIBRARY LOANS**

- All Oregon libraries are willing to loan their materials to anyone in the state with a need for them.
- Patrons check out unlimited items through interlibrary loans statewide.
- Individual collections are considered part of a macro collection available to any library user statewide.
- An efficient and cohesive courier system transports loans between libraries.
- Interlibrary loans increase as unique and rare resources are increasingly indexed and discovered.

## **LIBRARY STAFFING**

### **TECHNOLOGY**

- An IT staff person is always available to address technology issues.
- Librarians in technical services positions focus more on unique and special materials, as well as on maintaining computer systems.
- Skilled staff help users become self-sufficient with technology.
- Despite advances in technology, libraries continue to excel in person-to-person service.
- All librarians are technologically savvy.

### **MULTI-SKILLED**

- All staff are cross-trained to provide some level of library instruction.
- Reference staff are familiar with circulation policies.
- Library staff are dedicated to providing an array of services that meet the needs and expectations of a user group that has grown increasingly diverse.
- Librarians and paraprofessionals alike understand what goes on in each department/position so that each can provide better service through a more thorough understanding of the role of each department.
- All library staff can assist both the novice and experienced researcher.
- Library personnel are renaissance people--they can do anything, anywhere and anytime.
- Paraprofessionals on the front lines are empowered to use their judgment to apply policy within the context of each interaction.
- Librarians blend geeky skills with social skills.
- Library staff are cross-trained when possible to avoid sending patrons back and forth between information desks.
- Staff are well suited to customer service, but also required to be well versed in readers advisory.
- Staff are encouraged and rewarded for reading widely so that they can advise readers of all ages.

### **PROFESSIONALISM**

- Librarians are trained professionals who have graduated from a program that is recognized as meeting national standards of excellence.
- A certified full-time librarian is at the helm of the school library assisted by a full-time paraprofessional.
- Staff development is an ongoing focus with the expectation that staff are well informed about current resources and fully trained to use and share that information.

- Library staff are energized by the national library support staff certification program.
- The library director empowers staff to serve the patron in ways perceived only by those who do it on a daily basis.

### **CUSTOMER SERVICE**

- Dedicated staff roam the stacks and computer areas during busy times.
- Librarians still help patrons find and retrieve materials.
- All library personnel are friendly, welcoming, knowledgeable, and adaptable.
- Librarians explore archives through the region for materials related to the subject of focus and collaborate to make those materials more accessible.
- Patrons can quickly spot a librarian, whom they know will assist them in whatever it is they are seeking.
- School librarians collaborate with teachers to accommodate both regularly scheduled class visits and as-needed blocks of time for research and other projects.
- Patrons get the same level of highest quality personal service when they talk to any staff person.
- Staff are mobile in the building, talking to people and providing instruction, reference assistance, and readers advisory recommendations where people are.
- Library staff work together collaboratively, have high emotional intelligence, excellent communication and customer service skills, and always approach patrons and other staff in a friendly, open manner.
- Staff or a volunteer greeter is on hand at all times

### **CAPACITY**

- Libraries have sufficient staff to allow people a mix of public time and backroom time.
- All public and school libraries are adequately staffed.
- There is enough trained library staff available to assist students in choosing literature and doing research.
- Libraries employ fewer paraprofessional staff, since there are very few physical items to manipulate.
- Libraries employ more technical staff to help troubleshoot and keep equipment working well.

### **VOLUNTEERS**

- Library volunteers are fully engaged in their role in the library, finding opportunities to apply their expert skills and knowledge.
- Volunteers are trained to offload brief customer service interactions from reference/circulation staff.
- Volunteers run weekly craft clubs and book clubs for kids.

### **EXPANDED ROLES**

- Librarians' roles expand beyond the library into outreach and public education.
- Library staff teach information literacy classes and present programs offsite.
- Library staff work outside of the library on projects with information components within scientific labs.
- Librarians are responsible for more and improved marketing and advocacy in order to educate the community about library services.
- Teaching and promoting information literacy are priorities of the library.
- Librarians teach a series of developmentally appropriate tutorials (web-based and live) on information literacy and other lifelong learning skills.

### **COMMUNITY ORIENTATION**

- Librarians reflect the diversity of the community.
- Library staff are devoted to the concept of library as community center.
- Libraries work with businesses and governments to keep and maintain special collections.
- Librarians work as partners with schools, community organizations, and government agencies.
- Library staff are active members of groups, boards and organizations that address social issues and opportunities of importance to the community.
- Library staff partner with community to bring services to those who cannot easily access them in a library building or electronically.

## Round One, Question 2 Responses

**What will need to happen between now and 2020 to achieve the library you envision? Please be specific. You may want to include policies that need to change or be developed, partnerships that may need to be formed, decisions that will have to be made, funding that must be available, leadership that will be required, systems that should be in place, etc., etc.**

### FINANCING

#### FUNDING NEEDS

- Materials--books, indexing databases, full-text journals
- Materials unique and special to Oregon
- Additional staff
- Bi-lingual staff
- Staff development
- Technology
- Technology research, planning and improvement
- Planning and development
- Marketing
- Outreach
- Renovation
- Extended services
- Spanish-language materials
- New libraries
- Equipment for special needs users
- New or improved delivery system
- Software like LibGuides, Camtasia, etc. as well as training for using them
- Furniture for lounging
- Outdoor and covered play areas
- Librarians who have been trained in library management, reader's advisory, and research skills

#### FUNDING SOURCES

- Attract grant money to cover some start up costs.
- Seek and apply for grant monies that are earmarked for services to minorities and underrepresented groups.
- Keep track of numbers - circulation stats, attendance at programs, and qualitative data to continuously remind those with funding power how critical libraries are.
- Attract library funding from a variety of sources (public and private) to support the different areas of involvement addressed in the vision.
- Develop private dollars through community support of private business information needs.
- Reach out to patrons instead of trying to hide that we are having [financial] problems.
- Demonstrate to government, business and communities the ways libraries improve the community and the lives of the people who live in that community, and that it works as a crime-deterrent.
- Seek grant funding to assist resource-poor libraries with mobile reference and self-service technology tools, digital format infusions, and professional development.
- Require Board members to be more involved with their communities and have specific advocacy assignments.

- Secure financial support from school districts for electronic databases and other sources of reliable information.
- Study the funding structure and "mindsets" of states with thriving library programs to understand how they keep school libraries properly staffed, even during leaner times.

### **FUNDING STRUCTURES**

- Change the structure of the county libraries so they are funded completely by tax-payers on the county rather than city level.
- Redirect dollars from other government offices to fund the library's government support efforts.
- Tie funding to population increases.
- Funnel a portion of any additional taxes or fees to the State Library to provide funding for administering programs.
- Establish a statewide ILS to help break through local control and local funding barriers.
- Consider a significant paradigm shift in funding models to allow for universal access to electronic formats of databases and books.

## **USER FOCUSED SERVICES**

### **USER FRIENDLY**

- Make catalogs more intuitive and user friendly.
- Streamline circulation practices to become user-centered, friendly, and consistent with best practices.
- Design webpages to be intuitive resources for patrons to find information on multiple levels.
- Use the same types of technology among all libraries
- Enable sharing information in a manner that is easiest on the end user.

### **CUSTOMER SERVICE**

- Make excellent customer service a priority.
- Make librarians more approachable at the reference desk (or find ways to get out from behind the desk).
- Develop signage that clarifies how to contact the appropriate librarian when no one is on duty.
- Embrace the needs of patrons--not the convenience of library staff--in developing services.
- Use suggestion forms, boxes, focus groups, or "A coffee with the director" to garner patron input.

### **STUDENTS**

- Increase and improve contextual learning objects to help students get from where they are to where they need to be in gathering information resources.
- Supply all librarians with individual chat boxes that can be found easily to allow students to ask the appropriate subject specialist.
- Provide adequate indexing for majors, minors, and certificates.
- Develop a system set up so that students can login to the library data base with their own computers.
- Encourage students to come to librarians with their research by improving our availability and approachability.
- Be available to students through the individual Blackboard courses for online courses.
- Award students who come to the library to hang out with extra credit from their teachers.
- Provide students with pay-per-view articles in addition to ILL.

### **UNIVERSAL ACCESS**

- Develop a whole Oregon catalog to include public and special libraries with university libraries.
- Have a state library card that is good in any county of the state.
- Develop a bookstore classification that meets the multiple subjects that each material might be classified under
- Cross-reference the traditional classification for material that goes into stacks/storage.

## COLLABORATIONS

### BUSINESSES

- Nurture partnerships with businesses that either have technology or are willing to help fund technology.
- Collaborate with vendors to develop seamless operations.
- Develop partnerships with technology advocates in communities modeled after Ann Arbor District Library's Technology Advisory Board.
- Develop public private partnerships within communities to bring private dollars to address community needs.
- Share libraries' greatest assets--book knowledge, information organizing, personal customer service, programming skills, community presence, free--with for-profit corporations in exchange for technological innovations and marketing.
- Establish consortiums to deal directly with vendors instead of with individual libraries.
- Encourage vendors to facilitate pay-per-search options so that libraries can access databases that they can't afford an entire subscription for.

### PUBLISHERS

- Collaborate with Google to benefit from the amazing advances they are making in the area of information accessibility.
- Pressure publishing companies before libraries are entirely ruined by serials pricing.
- Encourage forward thinking publishers to produce materials in non-book format (audio or video lectures or supplemental materials, e-books like the Morgan and Claypool Synthesis product) and materials in shorter, less than book length, packages.
- Collaborate with other metadata communities beyond libraries to encourage them to share information they produce in ways that it can integrate with library data.

### NATIONAL ORGANIZATIONS

- Work in concert with national library organizations to collaboratively develop open source, low cost solutions to single point access.
- Foster greater involvement from national support groups like the National Federation for the Blind.

### LOCAL GOVERNMENTS

- Find a way to digitalize public documents in collaboration with city and county governments as well as with local historical societies, museums, Oregon Tribes, etc.
- Develop partnerships with business and government to show the services that we can offer them.
- Develop partnerships with local museums, schools, social service agencies that would allow sharing of services and collections and patrons a wider choice of when and where to get their information/entertainment needs filled.
- Work out technology issues with city government officials (if governed by the city) to offer things like wireless and computer stations for free.

### NONPROFITS

- Foster relationships with local non-profits such as Centro Latino Americano, Birth to Three, MECHA student group, etc.
- Develop a partnership with the genealogical society.
- Develop partnerships with social services in order to support visitors who use library facilities and have no homes, medical care, or family support systems.
- Develop partnerships with other youth leadership organizations such as the Multnomah Youth Commission and the City of Portland's Youth Planner Program.
- Partner with local agencies and community groups that include and represent speakers of other languages.

### INTERLIBRARY

- Include public libraries in most, if not all, academic partnerships.

- Change licensing information to allow all libraries to get into the rich resources of the university library.
- Include all faculty in OUS to make remote access to library services and resources a matter of a one ID.
- Form regional consortia to share materials freely.
- With strong leadership from OLA, the State Library, and key libraries, identify and share local collections and develop consistent policies for interlibrary loan and system access.
- Allow public libraries membership in Orbis Cascade Alliance.
- Expand (or replace) Summit so that it will include public libraries.
- Form stronger alliances among organizations that provide audio recordings of books and materials.
- Keep L-Net growing, developing and reaching more users.
- Convene a library membership organization that builds standards-driven web services that interoperate with other widely used web platforms and services, e.g. a registry service and an ILL management system that can calculate fair use and copyright and bill libraries or individuals appropriately.
- Develop strong partnerships between bigger, richer libraries and smaller, poorer ones.
- Develop a broader collaboration among Portland metro-area county library systems.
- Host statewide programs where librarians can discuss issues and processes with people outside of their own community.

### **SCHOOLS/ACADEMIC**

- Foster partnerships with the local school district, community college and public university. Surmount the challenge of keeping school libraries in Library2Go.
- Share the costs of online resources such as Tutor.com and Ebsco with the school districts.
- Strengthen partnerships among academic libraries in Oregon.

## **TECHNOLOGY**

### **CIRCULATION**

- Implement something like RFID systems in libraries to make check-in and re-shelving time faster.
- Institute automated, real-time sharing of local data rather than manual batch-loading, requiring local systems that are capable of interoperating with a central system based on standards (e.g. NCIP).

### **SEARCH**

- Focus more on creating the "virtual" library (the online catalog, homepage, etc.).
- Improve the search capabilities of electronic resources databases.
- Design databases that distinguish between print and electronic holdings.
- Provide interactive and proactive services by establishing a presence on social networking sites and their descendants.
- Improve OPACs to incorporate faceted searching, relevance ranking, and external data that users have come to expect and value on sites like Amazon (ratings, reviews, etc.).

### **ACCESS**

- Negotiate affordable access for patrons to download digital media, including current popular music and movies as well as digital books.
- Explore access to Google Books, and to any other future relevant collections that Google creates.
- Make Broadband Internet access available everywhere for personal computer use.
- Ensure that technological infrastructures (physical wiring and bandwidth) are kept up to date and can handle ever-increasing amounts of data.
- Institute widely used archival solutions that librarians are comfortable with and can trust to allow for continued access to the product even when relying on the web for product delivery (example: the LOCKSS initiative).

### **STANDARDIZATION**

- Reconfigure search systems to be easy and go across all library resources instead of being unique to every resource.

- Develop standards and practices for metadata to evolve and systems that store and manipulate data differently.
- Institute seamless authentication and universal (or at least intuitive) interfaces for subscription products.
- Engage in format standardization of audio files (accessible through both MP3 players, iPods) and E-books.

### DEVELOPMENT

- Use OCLC Worldcat through the OCLC Northwest program to create statewide access to ContentDM for large and small communities.
- Integrate ILS systems into city financial systems for better accounting, to be accessed on mobile devices, and to show results in basic Internet searches.

## OUTREACH

### COMMUNITY APPROACH

- Abandon the position of isolation and intertwine library services throughout the community.
- Celebrate libraries more beyond the walls of the buildings.
- Create a library presence outside of the building without staff (e.g. book kiosks).
- Make the library a good and welcoming place that will encourage children and teens to remember it that way as an adult.
- Determine how to reach out to underserved areas through a whole new understanding of what underserved is.
- Have a community relations position or department to identify partnerships and ways for the library to have a presence in community events, etc
- Make community agencies fully aware of library resources and vice versa.

### COMMUNITY PROMOTION

- Offer more programming, and make the public aware of increased programming.
- Develop a local business sponsorship program where a library card gets a 10% discount on purchases.
- Sponsor a statewide campaign through public radio to make it possible to have a public library location – whether a pick up spot, a return center, a traditional service building, or bookmobile – in every community in Oregon.
- Build support for future library district creation.
- Educate the public about the importance of stable, appropriate funding from city/county governments.
- Develop creative marketing and promotion of local libraries.
- Develop online newsletters or blogs written by librarians which would feature ideas and articles on fostering pre-literacy skill development, staff favorite books, and featured links, etc
- Extend marketing outreach beyond traditional event advertising to marketing our information services and professional staff expertise.
- Standardize the “free” library services in Oregon from community to community to make libraries more easily marketable.
- Work with community experts to help ensure that the library remains both on the radar and at the table.
- Employ ongoing local marketing analysis on library population to know very particularly what patrons need, want, and will use in the library.

### SCHOOL PROMOTION

- Educate principals about the contributions that skilled librarians make to student learning.
- Ask to attend department/grade level meetings and get involved with upcoming lessons to show how librarians can contribute materials and teaching support while also meeting their information objectives.
- Hold a welcome-back function each August for local teachers that would showcase new and appropriate acquisitions such as electronic databases, computer software and local curriculum resource materials.

## LEADERSHIP

### LEADERSHIP QUALITIES

- Open to new ideas
- Responsive
- Flexible
- Organized
- Motivational
- Willing to take risks
- Persuasive
- Commitment of vision
- Directs change with grace
- Political
- Savvy
- Innovative
- On the cutting edge of technology
- Embraces diversity

### LEADERSHIP RESPONSIBILITIES

- Shift resources as necessary to respond to changing use patterns, media formats, electronic tools, population demographics and community needs and tastes.
- Sell libraries to the legislature.
- Operationalize the vision of the library as more of a community space and less of a repository of material.
- Challenge employees to become empowered, active library staff who create the library they want to see.
- Share vision with other leaders and the community in general.
- Experiment in collection organization in order to create best practices—i.e. floating collections, new ways of organization (bookstore model vs. Dewey Decimal System).
- Collaboratively review the mission statement annually to evaluate whether staff, collections and programs met the mission, or became sidetracked.
- Know the key elements to look for when evaluating librarians.
- Spend some time working at service desks in order to understand what really happens and what patrons really need/want.

## POLICY

### PRIVACY

- Shepherd policy to protect library user privacy even as personalization and access expands.
- Reconcile library policies on privacy with the way social networks work.
- Develop a patron bill of rights.
- Develop a statement or policy regarding privacy and confidentiality of library records.
- Revise privacy policies while at the same time protecting the rights of individuals to read whatever they wish without fear of discovery.

### INCREASED AVAILABILITY

- Change current policies to allow students to use email for purposes other than sending a paper to a teacher or retrieving a paper that needs printing.
- Streamline approval processes for low risk programs and low budget items.

### TRUST

- Revise theft policies so that they do not impose barriers to patrons and frustration for library staff.

- Minimize policy restrictions to allow libraries to be a beta tester for external technology companies and develop the necessary relationships with corporations and developers.
- Remove security cases from DVDs and music and instead rove those areas more frequently.
- Develop all library use policies based on trust: library staff trust users that they will use library resources and facilities appropriately, and users trust that library staff are their collaborators and encouragers.
- Loosen policies about obtaining and maintaining a library card to allow those who lack the "photo ID with current address" that many libraries require to use other types of ID/collateral.
- Reconsider policies regarding library fines--is the small amount of money recovered really worth the patron and staff stress and bad will that fines create?

### DATA

- Address licensing restrictions for ownership/control of data.
- Create policy changes to make all scientific information openly available.
- Continue to test and develop RDA standards.
- Invoice local libraries, library systems and library networks for a statewide ILS system, subsidizing the smallest libraries as necessary.
- Change policy to allow for owning digital content rather than licensing it.

### INNOVATION

- Challenge rules that have been put in place to protect the library structure and its contents but frustrate library users and potential library users.
- Design policies that provide significant rewards, both intrinsic and monetary, for successful "pioneering" by risk takers whether they are librarians or not.
- Let go of ideas, policies, and/or procedures that don't work.
- Stop being afraid of what might happen and think about all the good stuff that could happen!
- Design a library membership that allows upgrades to varying types of amenities at different levels of membership (similar to health club membership).
- Develop guidelines on creating a community-centered library that would outline how to transition from the library as a quiet warehouse of information to an active community resource-sharing center.
- Merge the Oregon Library Association and the Oregon Association of School Libraries in the next five years.

### REGULATION

- Craft legislation that requires that all Oregonians have public and school library service.
- Pursue "base funding" for all public libraries at an adequate level with the potential for local communities that want better libraries to vote in a local tax to supplement base funding (Ohio model).
- Reform public library governance and funding formulas to ensure consistent quality and services for all.
- Develop local and state policies about non-resident access to databases and downloadable audio- books.
- Apply copyright law and fair use liberally in favor of access.
- Develop comprehensive behavior rules.

## STAFFING

### SCHEDULING

- Work toward integrating regular "out of the building" time into staff schedules.
- Require staff to work different and longer hours and be available to work on weekends.
- Adequately staff libraries with paid staff.
- Have appropriate numbers of security officers so that librarians could spend their time doing professional work rather than patrolling for sleepers, smokers and miscreants.

### DIVERSITY

- Actively recruit minority applicants.

- Consider employing people who aren't "librarians" but who are researchers and have knowledge in the health sciences.
- Have more people on staff who have specialized knowledge in hot topic areas.
- Staff libraries with individuals that look like the community: young/old, black/white/Hispanic/Somali/Indian, etc.
- Hire staff with language capacities that fit that community.
- Hire a well-trained volunteer corps to assist library staff with information literacy classes and with taking programs like early literacy story times out into the community.

### **EXPANDED DUTIES**

- Increase staff understanding of other resources in the community beyond what the library can offer.
- Hire/develop staff who are continually learning and customer-driven.
- Create opportunities for professional level librarians with the skill set necessary to oversee programs.
- Give younger staff members a chance for leadership and to prove their worth.

### **EDUCATION**

- Loosen education requirements for librarian positions if someone has relevant experience and speaks a language common in the community but does not have a MLS.
- Increase financial support for people of color to enter the field.

## **STAFF TRAINING**

### **TRAINING TOPICS**

- Computer competency
- New technologies
- Adolescent development
- Youth empowerment
- Language skills--Spanish
- Community outreach
- Grant-writing
- Customer service
- Research skills
- Learning theory
- Cultural competence
- Coordinating/leading programs
- Public advocacy
- Civic engagement
- Needs assessment
- Listening to users and potential users
- Tracking trends
- Decision-making about adding/deleting services

### **TRAINING STRATEGIES**

- Cross-train circulation staff to provide a higher level of library directional and instructional support.
- Support staff members in language acquisition by providing the time and tuition to take Spanish classes.
- Adapt skill sets of current librarians to meet future needs.
- Train staff in the use of all library equipment
- Train all staff in search and find skills.
- Cross-train on how multiple staff job duties overlap and affect the patron experience.
- Coordinate all training with OLA and the State Library to ensure quality, consistency, and availability.
- Develop more in-house programming skills in order to provide nimble customizable website/services.
- Require all librarians to have web development skills, even simply using a content management system.
- Train every staff member to be able to answer a question or refer a visitor quickly to someone who can.

- Institute intense professional development to move away from either/or thinking about books vs. digital delivery choices.
- Make available best practices and learning labs for practice with technologies and skills teaching needs.
- Provide teachers and media specialists with monthly online newsletters featuring new book reviews and other highlights.

## **Round One, Question 3 Responses**

**What might get in the way of achieving the library you envision for 2020?**

### **REGULATION**

#### **POLICIES**

- Copyrights blocking open access
- Institutional policies that block collaboration with outsiders
- Education policies that slow down student use of information
- Policies that discourage libraries from applying for federal technology dollars
- Requirement to use the governing agency's website
- District policy on site councils that allows them to decide that some positions will not be filled in a school

#### **LAWS**

- Intellectual property law that favors business and single copies over sharing and fair use
- Complex and unclear copyright law surrounding use of digital data
- Digital rights management and restrictive licenses that inhibit a move to electronic resources

### **FUNDING**

#### **LACK OF/INADEQUATE FOR**

- Summit courier service
- Purchasing resources widely
- Training to keep library staff current
- Cutting edge ideas
- Building upkeep
- Remodeling to adapt to new uses
- Building reconfiguration
- New programs
- Hiring people with necessary technical skill
- Software
- Infrastructure
- Personnel
- Purchase of sufficient start-up collections while at the same time maintaining older formats

#### **ECONOMIC FACTORS**

- Current economic downturn
- Poor internal institutional relationships/lack of support
- Budget shortfall in Oregon
- Severe budget cuts for libraries

- Expensive new OPACs and search features
- Expense of customizing services to meet patron demands
- Lack of centralized and collaborative purchasing among libraries
- An increase in the price of fuel that make materials movement unaffordable
- Levies and bonds
- Unstable funding to move steadily forward, rather than investing heavily when times are good, then having to change direction and get back to bare bones when times change
- Increased need for libraries in hard financial times
- Complexity and rapidity of change
- Lack of support among policymakers in city, state, and federal government need to increase funding for libraries
- Lack of political acumen among librarians and having persuasive data to justify funding
- Journals gradually consuming an ever-greater proportion of the academic library materials budget as a result of tenure publishing requirements

## **RESISTANCE TO CHANGE**

### **PERSONAL ATTITUDES**

- Resistance to change no matter what the end reward might be
- Library professionals refusing to consider the library as being anything other than a building with a collection of books
- Affinity for the status quo --why change anything?
- Staff resistance to change slows or prevents the process of the dream
- Lack of will to change old patterns and let go of ego for the greater good
- The "but we've always done it this way" attitude that keeps change from happening
- A dominance of older generation librarians not willing to give up their traditional services

### **GOVERNANCE**

- Lack of reform of library governance and funding in 108 years despite many efforts, demonstrating the difficulty to make changes in Oregon
- Digital rights management and restrictive licenses that inhibit a move to electronic resources
- A tradition of sporadic school library programs in Oregon

### **ORGANIZATIONAL FACTORS**

- A tendency of ALA and library schools to protect their vested interests
- Resistant to wholesale changes with the way that libraries operate
- Inability to change institutional culture; lack of institutional and organizational change
- Resistance to change from faculty and from within the library causing a continuation of just doing things "the way we've always done them."

## **BUREAUCRACY/POLITICS**

### **BOUNDARIES**

- Institutional hierarchy
- Political boundaries
- Local control issues
- Political boundaries between local and state governments
- Political boundaries between educational and tax funded institutions

### **ISSUES**

- Complicated bureaucracy prevents timely delivery of relevant services, materials, and outreach tools to patrons
- Bureaucracy must move swiftly as information delivery and architecture changes
- Governments rules when applied to city libraries, make many of goals difficult to attain
- Current frame of reference about geo-political boundaries for access to library services

## **LEADERSHIP**

### **PERSOANL CHARACTERISTICS**

- Leadership that is wary of innovation
- Lack of understanding by those who control the delivery of state and district educational services
- Near-sighted directors
- Uncooperative library board
- Leadership that is not open to experimentation
- Current, middle-aged management pushing technology
- A library director who is not at all respected by administration at his institution

### **BEHAVIORS**

- Leaders absorbed by process-heavy passive change
- Lack of trust by administrators in their well-trained staff and in allowing them to make the best recommendations for the library
- Inability of leadership at academic libraries to change and to encourage the people working for them be willing to change the traditional way that a library operates and functions
- Passive directors and managers who stand in the way of attaining great service and allow for poor employee performance

## **COLLABORATION/COMMUNICATION**

### **ATTITUDES**

- Unwillingness of different parties to work together
- Resistance to more interactive and communications-heavy style of librarianship
- Library differences that reflect the specific needs of their communities making it difficult for all libraries statewide to communicate and share resources
- Not enough communication between those who use information and those who create it; those who manage it and those who use it; and those who create new tools and those who use them
- An inability for major academic libraries and major public libraries to agree on collection sharing

### **BEHAVIORS**

- Poor connections among libraries due to wide range of environments and stakeholders
- Inability to collaborate (and even compromise if necessary)
- An inability to find ways to represent their local needs while recognizing the value of broadly shared solutions
- An inability to surrender a small amount of local control to realize all the benefits of shared solutions
- Lack of motivation or interest in partnership from schools and community entities
- Reliance on vendors to provide solutions rather than a willingness to collaboratively build the technological solutions that are deemed necessary
- Lack of empowerment by administrators to cooperate more with other county libraries
- Lack of cooperation at high levels in developing standards that enable us to share and integrate data
- Poor communication skills, endless gossip and “chips on shoulders”

## STAFF ISSUES

### TIME ISSUES

- Too many desk hours prevent time to work on projects
- Inadequate time and support for professional development, or even just the time to read a journal once and a while
- No time for staff to develop new strategies

### CAPACITY

- Not enough staff to handle workload
- High work loads and high stress, multitasking public desks
- Librarians who oversee too many students, have no assistant, and/or are expected to cover teacher prep period

### TALENT

- Homogenous labor pool and/or inflexible hiring standards.
- Lack of qualified candidates in the community for increased staffing
- Inadequate staff specialization in technology and customer service
- Employment of individuals who should not be on the staff today – people who don't LOVE what they're doing and take this work for granted
- Lack of knowledge/skills (particularly as they relate to taking control of our systems)

### TRAITS

- Low staff morale
- Classic library staff characteristic of perfectionism
- Resistance to volunteers

## SMALL THINKING

### LACK OF CREATIVITY

- Not taking ideas and twisting them to think about them creatively to find a way to make them work
- Not using creative and inventive ways to make things work

### TRADITIONAL/CONVENTIONAL THINKING

- Fear of doing things differently
- Changes get made based on 'keeping up' with what technology can do, not with what patrons want technology to do or not do for them.
- Heads-down, in-the-trenches work models and habits will impede progress.
- The perception that libraries are a place to read or view (passive use of libraries) rather than a place that shapes knowing (active use of libraries).
- A focus on "retrenchment" rather than looking forward
- Inability to bring patrons, staff, stakeholders along
- The view that archives aren't important and can be digitized

### UNINFORMED THINKING

- Uninformed about what other libraries around the world are doing to create the best experience for their visitors
- Not taking the time to weigh options and change approach

## CUSTOMER SERVICE

### DIVERSITY

- Vastly different requests based on generational differences
- Divergent priorities and expectations of library users
- Increasingly diverse and rapidly changing community

### ATTITUDES

- Technophobia on the part of librarians and library staff vs. techno-adoration by our users
- On-demand mentality from commercial environments (never wait in a line, demand services for-free/online/right now, always have the newest techno-toys) being applied to libraries
- The idea of “empowering” patrons even after patrons complain that they want real time, real live staff assistance

### PROMOTION/OUTREACH

- Inability to sell the “library story”
- Lack of understanding of how users think
- Reluctance to reach out more to students and faculty
- Trying to be everything to everyone.

### IRRELEVANCE

- People's increasing use of online resources that are not purchased or mediated by libraries means that libraries have to re-define or risk irrelevance in a very short period of time.
- By 2020, so much information of all sorts may be so available in so many places so convenient to the public that library as place may no longer even be a consideration and librarians as guides may no longer be valued
- Much of the public does not consider libraries particularly relevant, particularly in the online arena
- The view that all information will be digital and books are gonna die soon
- Offering superfluous services that are taking up an unnecessary amount of our valuable time

## TECHNOLOGY

### IN GENERAL

- Inability to keep pace with technology
- Possibility of allowing services to become \*too\* automated
- Lack of technology infrastructure
- Inability to afford to experiment on the latest development
- Lack of creative thinking about the interfaces that make sense to our users
- Vendors limited ability to offer libraries content that will work on any device without undue/burdensome restrictions

### SPECIFIC SYSTEMS

- Lack of functionality and usability of the federated search engine
- Unwillingness or feasibility problems with implementing a pay-per-view system
- Embracing technologies that go out of style rather quickly (Friendster, MySpace Twitter)
- Draconian DRM (Digital Rights Management) policies currently hindering the growth and usage of libraries' digital collections
- Lack of improvements in outside software such as federated search engines, indexing databases, and Open URL resolvers
- Integrated Library Systems – The closed nature of current systems and the glacial pace of change is already a barrier for libraries that want to innovate

## Prioritized Ordering of All Strategies

• Promote libraries and library services to state legislators.	34	50%
• Research the funding structures and mindsets of other states and communities that have thriving library programs.	29	43%
• Establish strong partnerships between K-12 school, local public, and local college libraries.	29	43%
• Hire/promote individuals to leadership positions who are good listeners, who ask for staff input, and are connected to community.	24	35%
• Hire/promote individuals to leadership positions who are open to new ideas and willing to take risks.	23	34%
• Provide library staff with training in computer technology.	22	32%
• Establish regional/statewide consortia to allow for inter-library sharing of all available collections and resources.	21	31%
• Hire/promote individuals to leadership positions who are able to shift resources as necessary to respond to changing use patterns, media formats, electronic tools, population demographics, and community needs.	21	31%
• Actively promote the informational services and professional staff expertise that librarians have to offer to the community.	20	29%
• Engage marketing analysis experts to help libraries understand and accurately target the needs of their patrons.	20	29%
• Develop a universal library card that allows all Oregon residents access to materials in any library throughout the state.	20	29%
• Hire/promote individuals to leadership positions who are savvy and political.	20	29%
• Encourage library staff to regularly visit community institutions such as schools, daycare centers, and senior centers in an effort to promote library services and reach out to the community.	19	28%
• Provide library staff with training in assessing user needs.	18	26%
• Streamline circulation practices so that practices are unequivocally user-centered and consistent with best practices.	18	26%
• Develop consistent policies for interlibrary loans and system access.	17	25%
• Establish consortia to help libraries collectively negotiate contracts with common vendors.	17	25%
• Guide the improvement of OPACs to incorporate faceted searching, relevance ranking, and external data that users have come to expect on sites like Amazon.	17	25%
• Provide library staff with training in customer service.	16	24%
• Promote library features and events in Oregon newspapers and in various newsletters and websites	15	22%

statewide.

• Provide free broadband Internet access to all patrons/students in the state.	15	22%
• Negotiate with vendors to establish affordable patron access to downloadable digital media including music and movies.	15	22%
• Reorient library staff to be more mobile in providing instruction, reference assistance, and reader's advisory wherever patrons are in the library (staff go to patrons rather than patrons going to staff).	14	21%
• Craft legislation that requires that all Oregon residents have access to a public library.	13	19%
• Help libraries put in place a mechanism by which an IT staff member is always available to address patron and staff technology issues.	12	18%
• Craft legislation that requires that all K-12 students have access to a school library.	12	18%
• Provide all patrons/students the capability to search multiple collections in multiple databases using one intuitive search engine.	12	18%
• Provide library staff with training in cultural awareness.	11	16%
• Develop a data collection system whereby libraries can track circulation, visits, and other forms of library usage to justify the need and increase funding for library services.	11	16%
• Require cross-training of library staff in different specialty areas to increase the functionality of all librarians.	10	15%
• Provide early literacy services to children age 0 to 5—story time, skill-building, parent education—for families in their communities.	10	15%
• Ensure that patrons with personal mobile devices (e.g. iPods) have the capability to download a full array of materials (music, books, etc.) from any Oregon library.	10	15%
• Hire/promote individuals to leadership positions who are good fund raisers.	10	15%
• Provide library staff with training in literacy skill-building.	9	13%
• Provide library staff with training in decision-making processes.	9	13%
• Keep Oregon libraries open seven days a week.	9	13%
• Provide dedicated space--lounges, social areas, etc.—in which teens can congregate and socialize.	8	12%
• Support/guide the standardization of e-book formats and audio files to make them accessible through MP3 players, iPods, and other personal devices.	6	9%
• Provide library staff with training in research methods.	5	7%
• Institute "Help Yourself" stations in libraries to allow patrons/students to check out materials and pick up materials on hold without the help of library staff.	5	7%
• Develop large collections of Spanish language materials.	5	7%

• Devise job descriptions and trainings that empower paraprofessionals on the front lines to use their judgment in applying library policies.	4	6%
---	---	----