



## **North Texas Regional Library System**

# **Libraries of the Future: Implications for North Texas Libraries**

**2008 Consultant's Report  
Dr. Julie Todaro  
Jtodaro, Inc.  
Julie.todaro@yahoo.com**

## Contents

---

1. Statement of Purpose
2. Methodology
3. Future of Libraries (Events, Trends/Developments)
4. External Environment Data from Libraries in General (Events, Trends/Developments)
5. External Environment Data on North Texas
6. Match of Future Narrative/Content and External Environment Data to North Texas Libraries and the Future (Events, Trends/Developments, Recommendations)
7. ‘Change’ content
8. Checklists for Libraries
  - a. Are you ready for change?
  - b. Where are you in the change cycle?
  - c. How ‘near’ are you to your future?
  - d. How might you “get to” the future?
9. Recommendations for Preparing for Change in Libraries
10. Recommendations for Preparing for the Future in North Texas Libraries

### Appendices

- Paradigm shifts
- Survey Data from North Texas Directors
- Webliography & Recommended Sites for Keeping Up and Preparing for the Future

## **Statement of Purpose**

---

This report was commissioned by the North Texas Regional Library System (NTRLS) as part of a series of reports to provide information for member libraries on change, the future of libraries in general and the future of libraries and library environments in the NTRLS service area.

## **Methodology**

---

To prepare the content for this report area data, area issues, general research and information on the future, general research and information on the future of public libraries, and information on change was prepared to provide an overview of the future. In addition, a survey of member libraries was conducted to gather information on manager perspectives of “change,” “new,” and “future” plans of area public libraries as well as what issues need to be taken into consideration as library staff move into the future of libraries in North Texas.

Resources consulted as well as web environments recommended for “keeping up” and preparing for the future are listed in the Report under “Appendices.” When quotes are used, authors of quotes are used on the page of the report in the preface of the text or table.

## **Future of Libraries (Events, Trends/Developments)**

---

All libraries exist in today and tomorrow's "flat" and ever evolving "dog-year change" world. Libraries – especially public libraries - strive to be cutting edge while struggling to balance constituent needs, library staff expert recommendations and budget to maintain diverse formats and the classic or “traditional” with the new. Working within the political environment of the administrative/community infrastructure; juggling diverse employees (basic and advanced competencies, experience, education, etc.;;) striving to educate supporters and lay advocates; training and using volunteers appropriately; human resources/supervisory issues; multi-type library collaborations; .com, .gov, .edu and .net; global vs. local content; federal, state and local library and information policy; and extensive access concerns - to name just a few areas - create major issues that prove challenging for the contemporary public library managers/supervisors and city, county, and governing and advisory board decision makers.

What do we need to provide?

- Are we providing new or remodeled buildings, virtual, digital, mobile, real-time, archives, IM, TRIO, PDA, 24/7, Kindle, preservation, conservation for our materials? For our constituents' materials?
- Should we have low tech and high tech public workspaces, spaces for each age of constituent group as well as small group meeting rooms or study rooms in our public libraries? More meeting rooms or larger meeting rooms?
- Should we know the value of what we do and who we are or wade even further into assessment and measurement (a clicker culture) and try to determine our value? Or are we for research or information, culture or entertainment...all of the above?
- Are we balanced, non-fiction/fiction popular?
- Do we support or enable literacy, basic computer skills, community partnerships?
- Do we “wiki” and/or provide environments for our constituents to wiki?
- Do we authenticate? Have single-sign on, allow use of personal information appliances like IPOD's, MP3 players? Do our constituents sync their Blackberries at the library?
- Do we provide 2.0/interactive interfaces? Do we provide customized services? Customized interfaces?
- Are we a community portal, a gateway...with outsourced services, open access, downloading, up-loading, RSS, RFID, hardwired, no-wires, and blogging?

- Are we accountable, cutting edge, 21st century and are present in or allow our constituents to be present in Second Life, Facebook, My Space and social networking?
- Do we twitter...let our constituents twitter us?
- Do we have/house historic and cultural artifacts? Do we digitize?
- Do we have sustainable environments, a green environment?
- What are our constituent profiles for recreational reading, self-help, research and information, life-long learning?
- Can we serve students who lack academic settings for research and information or from distance or distributed learning environments?
- Can we better serve or save money through joint use services or facilities, contiguous services?
- Should we enter into the metadata data business for our constituents? Our communities?

Is all this....too much or just e-nough? Can public libraries be all things to all people? And be all things to all ages of people? Are you tired yet?

Although moving toward the future is critical, of more importance is the recognition of and the need to plan for that future and address the changes – and change in and of itself – that the future brings. Managers must identify ways they will envision and plan for future organizations as well as how they will establish a process for identifying evolving 21<sup>st</sup> century issues that specifically relate to public libraries and our communities, the design of modes and methods for delivering services and resources, and the design of extensive, continuous professional development to equip administrators, managers and employees - in all environments - to best meet the needs of constituents, and our potential constituents in our communities.

Community Issues	Public Library Issues	
<p>_____ of the Future</p> <p>Benchmarks</p> <p>Best practices</p> <p>Community Safety/Security</p> <p>Collaborations/cooperation</p> <p>Diversity</p> <p>Economy (recession)</p> <p>Education (college, university, P-16, proprietary, public library as educational institution, homeschoolers)</p> <p>Engagement (civic)</p> <p>Ethics</p> <p>Federal Budget Decisions (impact, changes in support, changes in focus)</p> <p>Green</p> <p>Housing - affordable</p> <p>Infrastructure (technology)</p> <p>Internet/Web</p> <p>Online Learning (community learners - distance, distributed)</p> <p>Open (source, resources)</p> <p>Outsourcing</p> <p>Planning</p> <p>Real estate – mixed use, open space</p> <p>Retiring Brain Trust/Succession</p> <p>Smart (buildings, communities)</p> <p>Social networking</p> <p>Sustainability</p> <p>Teaching/training</p> <p>Technology, technology, technology</p> <p>Transportation</p>	<p>2.0/3.0</p> <p>Access – increased, ease of use, 24/7</p> <p>Assessment/Evaluation</p> <p>Authentication/Single sign-on</p> <p>Blogging</p> <p>Broadband</p> <p>Catalogs</p> <p>Clicker Culture (2.0 assessment)</p> <p>Collaboration/Partnerships, Consortia</p> <p>Constituent groups – what we call them, unique groups for focus such as pre-reading, teens</p> <p>Convenience</p> <p>Convergence</p> <p>Co-opting Existing Technologies</p> <p>Community IT partnerships</p> <p>Copyright</p> <p>Course Management Systems of virtual educational environments, area education</p> <p>Customization</p> <p>Cyber Infrastructure</p> <p>Digital Rights Management</p> <p>Digitization</p> <p>E-Books</p> <p>E-Resource Management - E-books, Learning objects, Chunks, Kindle, 2.0, Blogs, Wikis, My Space, Face Book, Second Life Web - .com, digitized, archival, Portals, Gateways, Destinations, Chat-synchronous, asynchronous</p> <p>E-resource reality (costs, balancing)</p> <p>Face Book</p> <p>Flickr</p> <p>Folksonomy (social tagging, cloud tags) see “social networking, etc.”</p> <p>Game Technology</p> <p>Google</p> <p>Handhelds</p> <p>Homeschoolers</p>	<p>Info Appliances (Ibods, PDA’s)</p> <p>Information Literacy in public libraries</p> <p>Interactive Interfaces (2.0)</p> <p>Internet/Web</p> <p>Law/Legislation</p> <p>MARC and XML</p> <p>Marketing/Public relations - Co-branding</p> <p>Meta - Data, Harvesting, Searching, Storage/Mass Data</p> <p>My Space</p> <p>Online Library Systems</p> <p>Open (Access, Source, URL)</p> <p>Preservation (diverse formats)</p> <p>Printing solutions</p> <p>“One-stop” arrangements</p> <p>                    Combined service desks,</p> <p>                    Combined access points,</p> <p>                    Contiguous library/support settings, Co-location</p> <p>Privacy</p> <p>Rapid escalation (complexity, expectation)</p> <p>RDA</p> <p>RFID</p> <p>RSS</p> <p>Second Life</p> <p>Security  (USA Patriot Act)</p> <p>Second Life</p> <p>Social Networking/Social Software</p> <p>Staff Development</p> <p>Streaming</p> <p>Surface Learning</p> <p>Tech (Policies, procedures)</p> <p>Trends</p> <p>Usability</p> <p>Web-delivered Services</p> <p>Wireless</p> <p>Wikis – as public reference tools; as shared resource design/storage</p>

## External Environment Data from Libraries in General

---

There are many scenarios and predictions for today's and tomorrow's public libraries. These scenarios and predictions are based on diverse data from external environments including: experts assessing general workforce forecasts; assessing information and research environment forecasts; conducting and researching data from delphi groups/futures panels; studying focus group input; and assessing public library strategic planning data from across the country.

Most of the data provides content and recommendations based on typical SWOT content or strengths, weaknesses, opportunities and threats. This general future content applied to and specifically designed for library and information environment data is best viewed with summary information then a SWOT breakdown.

### Summary (*Italics table content is consultant comment.*)

*George Needham, John Naisbitt, Howard Besser, Joan Frye Williams, Texas Library Association – Transforming Texas Libraries, Emergent Themes*

Data/Recommendation/Future	Comments	Where are you in the mix?
Library “existence is being threatened by <b>information instantly accessible from every computer in every home but libraries won't go away.</b> ”	<i>No one is currently predicting the “all digital” library or libraries without books. In addition, commercial, digital libraries have not been supplanting libraries.</i>	
Information is soon to become far more complicated as <b>technology expands our understanding of what information is and our ability to access it.</b> ”	<i>Although information hardware gets simpler, the information delivered is increasingly more complex. With expanded definitions of information, library staff need to reassert their expertise as entities that offer logical solutions, organized paths to information and techniques for applying critical thinking skills to the information seeking and research process.</i>	
“Public Libraries will be transitioning from a <b>center of information into a center of culture</b> , evolving into an entity with function and purpose that is currently unrecognizable in today's world.”	<i>Still cultural institutions, public libraries should expand constituent relationships relating to recreation and culture.</i>	

<p>“Community libraries need to develop systems to <b>expand their influence among their constituency</b>” &lt;through&gt; “long range planning, strategic visioning, library development, partnerships, collaborations, facility modeling, and architectural design efforts.” We must <b>reach out/provide outreach to attract non-user constituents using alternative ways of contact</b> through social networking, flexible, customizable and portable library services, simplifying library services, joining consortia for economy and efficiency of dollars, and identifying new community partners, increasing our relationships with vendors and our publics as well as expanding collaborations with those outside library circles for training, programming, and delivery of services. Partnerships might well be driven by providing incentives to foster relationships.</p>	<p><i>Expanded outreach and expanded partnerships are critical to not only continuing expanding services and resources to users but – more importantly – are critical to attracting “outside the box” non-users.</i></p>	
<p>Information needs to be relevant, useful, and seeking, locating and using information - a meaningful experience where <b>library staff personally engage the constituent</b>. In addition, as a library community, we remain very much committed to equalizing access and making information available to anyone or universal access by establishing new and maximizing existing programs. Elements that make universal access – or a one-stop show – possible, include a “single statewide authentication process for the state’s online resources, a single Google-like portal, and a unified searching process.”</p> <p style="text-align: right;">TLA, Meraz</p>	<p><i>Libraries should assess and identify what the library “experience” is and seek ways to market the experience for and to constituents.</i></p>	
<p>Stepping up to this challenge, many companies are working to “<b>repackage their products and services in a way to deliver unique experiences</b>” and designing ways make resources and services “<b>feature rich.</b>”</p> <p style="text-align: right;">Meraz, Needham, Williams</p>	<p><i>How might libraries repackage what they do to better meet needs and reach constituents? How might this “repackaging” provide a unique 21<sup>st</sup> century library experience for constituents?</i></p> <p>“As an example, coffee can be bought on a commodity level at any grocery store. On a product level it can be bought in any restaurant. But if you want the real coffee experience, you have to go to</p>	



	<p>Starbucks. If you pay close attention, Starbucks is not in the business of selling coffee. Rather, their primary product is the Starbucks experience.”</p>	
<p>Future libraries have an opportunity to <b>reinvent the information experience</b>. Here are some examples of featured experiences that could be added to a library for a personal experience.</p>	<p><i>Given the premium of space in all library environments, multi-use space should be investigated to offer constituents unique support and unusual experiences.</i></p> <p>Individual or small group environments to support formal distributed learning including study rooms, testing environments, study groups, etc.</p> <p>“Treadmills and Exercise Bicycles” to combine community/personal experiences.</p> <p>“Mini-Theaters” for individual or small group viewing of media resources in appropriate settings.</p> <p>“Podcasting” or “Vidcasting” studios – for creating media in high tech design and production centers as well as soundproof music environments for producing or listening.</p> <p>“Creative space” including fine art studios, photography study, development and display space.</p> <p>“Community theatre and drama space” for study, production.</p> <p><i>What unique spaces – virtual or actual – do north Texas libraries have or are creating to meet constituent needs and to create need among constituents?</i></p> <p style="text-align: right;">Naisbitt</p>	
<p>Future libraries have an opportunity to <b>reinvent the information experience</b>. Here are some examples of featured experiences that could be added to a library for individual and interactive experiences with library resources</p>	<p><i>Constituents should be “invited in” to add to library content through identifying published content or creating their own content.</i></p>	

<p>and services that offer processes for public for designing their own content (blogs, wikis, electronic discussions, bulletin boards, 2.0 library websites with user reviews, “library thing,” including establishing social tagging system for finding tools, etc.) This includes constituents providing “rawer” content or enhanced records for materials.</p> <p style="text-align: right;">Naisbitt</p>		
<p>There is a critical need for <b>expanded diversity in employees, constituents and available materials and resources.</b></p>	<p><i>Library staff need to look like their existing and future constituents.</i></p>	
<p>Libraries should focus on <b>public library as the “guarantor of public access to information”</b> for all community constituents.</p> <p style="text-align: right;">Williams, Meraz, Nasibitt</p>		
<p><b>Unique services and resource areas should be expanded and include specialized</b> research areas and research assistance, departments and physical space for constituents such as local information, local history, genealogy, rare materials, special collections.</p>	<p><i>“Unique” services and resources – much like the unique facilities environments – should be expanded to reflect constituents with whom we need to expand relationships as well as offer more traditional library services.</i></p>	
<p>Specialized constituent physical and virtual areas of services and resources should include <b>a focus on age level</b> (teens, youth, older constituents) or unique need of a constituent group (private school teachers.)</p>	<p><i>Future library environments pay great attention to age level constituent groups and unique needs not met elsewhere in the community of users and non-users</i></p>	
<p>Libraries should continue positioning themselves to be the <b>technological community gateway</b> with increased public service workstations that offer expanded software (productivity, social, recreational, media production.)</p>		
<p>Library staff have roles in <b>expanded use of expert staff offering research assistance</b> beyond standard reference desk environments and in combined reference desks for all constituents. (Ex. homework help areas, literacy areas)</p>	<p><i>Unique environments – should be expanded to reflect constituents with whom we need to expand relationships as well as offer more traditional library services.</i></p>	
<p>21<sup>st</sup> century reference “is” beyond the desk including in-person throughout the library, online, asynchronous, and synchronous.</p>	<p><i>How are you delivering reference? And how are you advertising the methods you are using to provide reference?</i></p>	

<p>Today’s public libraries should continue re-positioning services and resources to further define the public library as a physical and virtual learning laboratory/<b>educational</b> environment including literacy areas, homework help, children’s learning environments, distance learning areas (departments, small group study rooms, testing areas, tutoring areas.) In addition, to provide the educational experience, area libraries should support the creation of library “curriculum” for P-16 and lifelong learning content.</p>	<p><i>Consider “branding” content that includes the recognition of the educational role of the library. Example...one may choose a primary brand of customer service but then in secondary publication, advertising for services and resources, identifying spaces, etc. link the library to educational opportunities either not available in the community or not available to constituents.</i></p>	
<p><b>Expanded self-services for constituents should continue to be designed to specifically free up staff time for 21<sup>st</sup> century services</b> (ex. expanded research assistance, expanded teaching and training)</p>	<p><i>Accountability of self–service hardware should include the paradigm shift from low tech to higher tech as well as repurposing staff and resources.</i></p>	
<p>Change focus from “how we do things” to <b>“how does the user expect things”</b> User focus should include how to better serve our users and how to actively help users by combining quality and convenience. Frye, Williams, TLA, Meraz</p>	<p><i>Create constituent profiles, survey “must haves” and “would likes.”</i></p>	
<p>Create library and information environments where resources are arranged <b>in logical structures.</b> Naisbitt</p>	<p><i>In branding, advertising and publicity, capitalize on the libraries ability to organize and assist others in finding resources as well as designing logical interfaces.</i></p>	
<p>Identify systems and resources that constituents use without intervention and where <b>“users can explore and succeed on their own.”</b> Naisbitt, TLA, Meraz</p>		
<p>Design collaborations within communities to best <b>support broadest range of constituents.</b></p>		
<p>Expand educational and learning opportunities for public library staff in <b>instruction and research</b> specific to constituents.</p>		

## External Environment Data on North Texas

---

North Texas data is found in a number of locations including more standardized data reporting environments (Window on State Government, Texas State Demographer's site) as well as in organizations formed to look at the North Texas experience and future such as:

- North Central Council of Governments
  - <http://www.nctcog.dst.tx.us/>
- Urban Land Institute, North Texas District Council
  - <http://northtexas.uli.org/>
- The University of Texas at Arlington
  - <http://www.uta.edu>
- Center of Development Excellence for the Future of North Texas
  - <http://www.developmentexcellence.com/tools/category.asp?PrinID=1&CatID=18>

An additional issue for the north Texas area is that sites differ in their definition of what are north Texas boundaries.

In general, however, all data agrees that north Texas is one of the fastest growing areas in Texas (and many offer data showing that this area exceeds many other U.S area in growth rate.) General supporting data includes a range of annual population growth from 1.3 to 6.4 with projections of North Texas to have 12 million residents by 2050, with a possible estimated high of high of 24.3 million with major growth in the five largest north Texas cities and a 21% Hispanic population. (North Texas is considered the 4<sup>th</sup> largest region in the nation.)

These growth figures are estimated to drive the building of and design for over 600 new schools, more than 10 new major retail malls and over 325 neighborhood, community retail shopping environments, almost one million new single family dwellings and almost  $\frac{3}{4}$  multi-family dwellings (housing is considered more affordable than most areas,) more than 50 million square feet in office space, almost 50 health care environments such as hospitals, as well as major transportation infrastructure construction including 2000 freeway lanes, 700 miles if hov lane transportation and 300 miles of rail. (Window, Texas State Demographer) As one might imagine, the infrastructure needs are exponential and include the need for water doubling in the next two decades, a critical need to focus on alternative energy resources and green, sustainable buildings and expanded use of "planned" communities.

Although north Texas does have communities with very high median incomes, the bad news is that salaries are lower than average compared to other high growth

areas when the data for the entire region is reviewed. Future funding predications indicate there will be funding shortfalls in communities and these are not just future projections as several communities with severe current shortfalls in this current economy have drastically reduced social services in the community, including libraries.

The good news is – obviously the growth and a projected employment growth (north Texas employs more civilian workers than any other region in Texas and 27% of all the workers in Texas) and that north Texas community members are actively involved in working toward changing structures and plans for the future through local organizations and local community initiatives. Among local future planning groups, principles for the future have been developed with a commitment to excellence and included in those principles are expressed needs for communities to focus on mixed use sites with ten major components including “activity centers,” “quality places,” and “resource efficiency” and also identify – among areas – the importance of historic and cultural resources.

It is imperative that north Texas libraries and their supporting structures take aggressive stances in planning for the future of north Texas. Extensive opportunities exist for involvement both in the organizations listed above and in their communities and although the “transforming libraries” initiative has been part of the NTRLS commitment, it is recommended, given the social and political environment that a parallel group (from NTRLS?) be constructed to position libraries within the futures discussions of North Texas. (See Recommendations on pages 36 and 37.)

## **Match of Future Narrative/Content and External Environment Data to North Texas Libraries and the Future**

---

1. North Texas libraries must consider outreach to futures groups a top priority.
  - Establish library manager leader groups
  - Leader groups should reach out to groups with prepared content on where libraries fit in to the area future.
  
2. North Texas libraries visibility must be increased to position libraries as primary supporters of future plans and conduits and venues for change. Area libraries should lead “change” and “future” initiatives in their communities.
  - Consider a system wide program of change programs for community discussions
  - Consider a system wide program of future programs for community discussions
  - Create a web presence that brings together north Texas future discussions.
  - Aggressively market the libraries role in the future and change discussions.
  
3. North Texas libraries and their supporting infrastructures should position themselves to be data collecting areas for north Texas futures discussions.
  - Assess data gathered.
  - Identify data gaps.
  - Create a clearinghouse for community data for future discussions.

## ‘Change’

---

Classic definitions of change include the following statements:

- ...To make different in some particular way
- ...To make radically different
- ...To give a different position, course, or direction to
- ...To replace with another
- ...To make a shift from one to another
- ...To become different
- ...To pass from one phase to another
- ...To undergo transformation, transition, or substitution
- ...Implies making either an essential difference often amounting to a loss of original identity or a substitution of one thing for another
- ...Stresses a breaking away from sameness, duplication, or exact repetition
- ...Suggests a difference that limits, restricts, or adapts to a new purpose

General words for change include: “strategic” (which hopefully implies change that is thought out or planned for,) “ongoing,” “future, forthcoming and/or upcoming” (which also implies that change will occur after planning and thought,) “continuous” (which is seldom seen as something to look forward to.)

Unfortunately, change and words most associated with change include both positive and negative words.

**Positive** words to describe change can be

**“Exciting,”**

**“Energizing,”**

**“Growth,”**

and

**“Renewal.”**

**Negative** words used to describe change can be

**“Relentless or unrelenting,”**

**“Unprecedented,”**

**“Unmitigated,”**

and/or

**“Ill prepared.”**

The reality is that often we are told “there are going to be some future/forthcoming /upcoming changes” but it doesn’t always mean that thought or planning took place. All too often it means that “these changes are forced upon us” or “no matter what we do, there will be many changes.”



## **How do people deal with change?**

People resist change.

People don't understand or address change in and of itself.

People don't understand how/why they react to change.

Change coming wasn't communicated at all or in a timely fashion.

People fear the unknown and can't predict the outcome. They don't know how change will affect them personally or their job/job performance.

People do know why the change is coming but don't support or accept it or think they need it or understand the consequences as it relates to the organization or to them. The reason for change or changing is not clear.

People fear failure regarding changes they must make and may see change as an attack on their job performance.

People dislike or don't trust those responsible for change or those recommending, announcing or implementing the change.

People think that change is happening due to trends or fads.

People fear having to work harder because of change.

People fear loss of rights or status because of change.

People have resistance to change just because it is change!

People like things the way they are and that things are working well, so why change?

People are not given time to adjust to change/learn new areas.

**Since general resistance to change is the primary reason why change is difficult, why is there such resistance to change?**

1. The new goals and benefits regarding change are not accepted by the people who have to function with the change.
2. Neither the reasons for change nor the benefits of the change are adequately or effectively communicated.
3. People fear the unknown and can't predict the outcome.
4. People fear failure.
5. People like the current situation.
6. The purpose for change is not clear or relevant.
7. People dislike the person recommending, announcing or implementing the change.
8. People see change as an attack on their performance and react defensively.
9. The timing of announcing the change was wrong or perceived as wrong by the people involved in it.
10. People believe that the change will make the boss look good but not me.
11. People have fear of having to work harder because of change.
12. People have fear of loss of rights or status because of change.
13. People have resistance to change just because it is change!

## Checklists for Libraries

### a. Are you ready for change?

---

Where is your library in the change cycle? It is normal to assess environments and check both “then” **and** “now” columns as well as “as many then” statements as “now” statements. After you have read this paradigm shift, move to “b” or “where you are in the change cycle.” Answer those questions specifically for your library and drop answers or “where you are” in the “c” or “how near are you?” paradigm.

THEN	NOW
All services available only when library was “open”	Many services available 24/7
Limited technology for individual use by public	Greatly expanded technology for individual patrons
Single or individual product workstations	One workstation or network now multi-tasks
Change in library services hardware, software and patron need occurs once a year or 18 months	Change occurs anywhere from every month to every two to three months – constant reassessment is needed
Strong reliance on print resources	Strong reliance on electronic and print
Most things available in print, only indexes available electronically	Full text available electronically and some things now available <b>only</b> electronically
Patrons have easily identified needs and levels of learning and knowledge	Patrons have dramatically different needs <u>and area on</u> dramatically diverse levels of learning and knowledge, often hard to identify and change rapidly
Patrons spend moderate time with print materials and indexes	Patrons spend expanded time on library hardware
Traditional services available such as copying	New services added <i>on top of old</i> services such as printing, downloading, basic computer skills such as keyboarding

Standard budget categories for buying, record keeping	Additional/expanded categories relating primarily to hardware and software resources
Offer library instruction in traditional ways such as tours, one-on-one, handouts	Expanded offerings on top of traditional such as signage, small group instruction, virtual
Planning qualitative and quantitative	Planning very data driven, emphasis on strategic
Planning for resources annual or bi-annual updates	Rapid change in products drives more frequent updating/greater expenditures
Limited technology for staff	Greatly expanded technology for staff
Not much time spent teaching the tool, rather locating and using content	Now <b>much</b> time spent teaching tool or method of finding, etc.
Reference in person	Reference in person, virtual, digital, synchronous, asynchronous
Offer only those things we purchase	Offer access to selective resources <u>freely</u> and <u>available</u>
Library a quiet place with individual seating for study	Noise! Equipment! One-on-one teaching of hardware/software, vying for seating and finding seats without computers at them!

### d. Where are you in the change cycle?

THEN	NOW	Where is your library?
All services available only when library was “open”	Many services available 24/7	<i>How many of your services are now available electronically? 24/7?</i>
Limited technology for individual use by public	Greatly expanded technology for individual patrons	<i>What is your shift from limited to expanded? Just more equipment or more resources and services delivered?</i>
Single or individual product workstations	One workstation or network now multi-tasks	<i>Networks offer standardized instructions and teaching and learning opportunities for working with constituents.</i>
Change in library services hardware, software and patron need occurs once a year or 18 months	Change occurs anywhere from every month to every two to three months – constant reassessment is needed	<i>Typical updating used to occur on – at least – two to three year cycles ex. TIF grants. What is your communities’ cycle? Do you have a technology trade out plan to keep current?</i>
Strong reliance on print resources	Strong reliance on electronic and print	<i>What is your balance of offering resources? What did you replace with technology? What are you NOT replacing and will maintain? How do you let the public know what that balance is?</i>
Most things available in print, only indexes available electronically	Full text available electronically and some things now available <b>only</b> electronically	<i>Justifying expenses includes articulating access and availability.</i>
Patrons have easily identified needs and levels of learning and knowledge	Patrons have dramatically different needs <u>and area on</u> dramatically diverse levels of learning and knowledge, often hard to identify and change rapidly	<i>Identifying and articulating current and future constituents and their needs is critical to transforming to a user focus.</i>

Patrons spend moderate time with print materials and indexes	Patrons spend expanded time on library hardware	<i>Do you know what your constituents “do” in the library? How much time they spend on resources?</i>
Traditional services available such as copying	New services added <i>on top of old</i> services such as printing, downloading, basic computer skills such as keyboarding	<i>Track what you “do” and what you are now responsible for. Typically we just add, we don’t add and take away. Communities need to know that ...even within a balanced environment...more is normal.</i>
Standard budget categories for buying, record keeping	Additional/expanded categories relating primarily to hardware and software resources	<i>Prepare an annotated line item budget so you can answer questions quickly as well divide and subdivide your dollars for maximum accountability.</i>
Offer library instruction in traditional ways such as tours, one-on-one, handouts	Expanded offerings on top of traditional such as signage, small group instruction, virtual	<i>Public libraries must train, educate constituents in one-on-one relationships as well as small group and larger group.</i>
Planning qualitative and quantitative	Planning very data driven, emphasis on strategic	<i>All planning should be data-driven. Inventory what data is kept automatically by your systems, what data you keep manually and how you use each piece of data. Determine data gaps.</i>
Planning for resources annual or bi-annual updates	Rapid change in products drives more frequent updating/greater expenditures	<i>Instead of one-year plan or two to three year plans, managers need to plan in quarters or in shorter increments to be ready when encumbered dollars roll back into budgets, or when soft monies are available as well as for identifying gift uses.</i>
Limited technology for staff	Greatly expanded technology for staff	<i>Public library staff members need to have opportunities for systematic C.E. and training.</i>

Not much time spent teaching the tool, rather locating and using content	Now <b>much</b> time spent teaching tool or method of finding, etc.	<i>Public library staff need to invest in training on teaching and instruction.</i>
Reference in person	Reference in person, virtual, digital, synchronous, asynchronous	<i>Assess the paradigm shift in the appendices. Where is your reference today and tomorrow?</i>
Offer only those things we purchase	Offer access to selective resources <u>freely</u> and <u>available</u>	<i>Prepare a yesterday and today paradigm shift for availability of resources and services.</i>
Library a quiet place with individual seating for study	Noise! Equipment! One-on-one teaching of hardware/software, vying for seating and finding seats without computers at them!	<i>Prepare a yesterday, today and tomorrow paradigm shift for the library as place.</i>  <i>Prepare a yesterday, today and tomorrow paradigm shift for serving constituents.</i>

### d. How 'near' are you to the future?

---

THEN	NOW	Where is your library?
All services available only when library was "open"	Many services available 24/7	
Limited technology for individual use by public	Greatly expanded technology for individual patrons	
Single or individual product workstations	One workstation or network now multi-tasks	
Change in library services hardware, software and patron need occurs once a year or 18 months	Change occurs anywhere from every month to every two to three months – constant reassessment is needed	
Strong reliance on print resources	Strong reliance on electronic and print	
Most things available in print, only indexes available electronically	Full text available electronically and some things now available <b>only</b> electronically	
Patrons have easily identified needs and levels of learning and knowledge	Patrons have dramatically different needs <u>and area on</u> dramatically diverse levels of learning and knowledge, often hard to identify and change rapidly	
Patrons spend moderate time with print materials and indexes	Patrons spend expanded time on library hardware	



Traditional services available such as copying	New services added <i>on top of old</i> services such as printing, downloading, basic computer skills such as keyboarding	
Standard budget categories for buying, record keeping	Additional/expanded categories relating primarily to hardware and software resources	
Offer library instruction in traditional ways such as tours, one-on-one, handouts	Expanded offerings on top of traditional such as signage, small group instruction, virtual	
Planning qualitative and quantitative	Planning very data driven, emphasis on strategic	
Planning for resources annual or bi-annual updates	Rapid change in products drives more frequent updating/greater expenditures	
Limited technology for staff	Greatly expanded technology for staff	
Not much time spent teaching the tool, rather locating and using content	Now <b>much</b> time spent teaching tool or method of finding, etc.	
Reference in person	Reference in person, virtual, digital, synchronous, asynchronous	
Offer only those things we purchase	Offer access to selective resources <u>freely</u> and <u>available</u>	
Library a quiet place with individual seating for study	Noise! Equipment! One-on-one teaching of hardware/software, vying for seating and finding seats without computers at them!	

#### **d. How might you “get to” the future?**

---

- A. Involve others in “changing,” gathering data and analyzing changes.
- B. Identify and inform (early) those who need to help carry out changes.
- C. Clearly define people’s roles in change discussion, the goals of possible changes and their achievement indicators.
- D. Disseminate decision to change and the goals and objectives for the change in writing.
- E. Identify/assist others in identifying how the change will specifically affect them.
- F. Identify and address people’s needs for dealing with change! Disrupt only what needs changing to accomplish your goals for the change.
- G. Design flexibility into the change process. Don’t change too quickly.
- H. Allow people to complete current efforts and take adequate time to assimilate new skills, procedures, support mechanisms, and work behaviors that are needed to successfully institutionalize the change.
- I. Identify good and bad aspects of change and address all sides and, whenever possible, focus on the data supporting, need for and benefits of change.
- J. Establish timelines, parameters and define the limits of the change.
- K. Design adequate training for change elements.
- L. Build in adjustment time for all people involved.

How might **you** get to the future?

<b>Do</b>	<b>How</b>	<b>You</b>
<b>Involve others in “changing,” gathering data and analyzing changes.</b>	Who should you involve in your library? Your administration? Your community? Partners? For gathering data and analyzing change? City planners?	
<b>Identify and inform (early) those who need to help carry out changes.</b>	Who should you involve in your library? Your administration? Your community? Partners? For forming a team to carry out future/planning activities.	
<b>Clearly define people’s roles in change discussion, the goals of possible changes and their achievement indicators.</b>	Create job descriptions for “players” in the future/planning process of change. Use words and terms from the north Texas organizations and from your communities plans for futures discussions such as iCommunities in the region.	
<b>Disseminate decision to change and the goals and objectives for the change in writing.</b>	Design process for disseminating process of change, etc. to your constituents.	
<b>Identify/assist others in identifying how the change will specifically affect them.</b>	Design a process to include a library staff and decision maker assessment of changes and how they will affect job descriptions and job functions.	
<b>Identify and address people’s needs for dealing with change! Disrupt only what needs changing to accomplish your goals for the change.</b>	Survey staff (workshop? Organizational development survey?) to assess what “change needs” you need to put in place to make change palatable and well integrated.	

<b>Design flexibility into the change process. Don't change too quickly.</b>	Integrate change into the community and institutional timelines.	
<b>Allow people to complete current efforts and take adequate time to assimilate new skills, procedures, support mechanisms, and work behaviors that are needed to successfully institutionalize the change.</b>	Establish assimilation timelines for change, training and continuing education for time using the community timeline and the institutional timeline. Coordinate with budget needs as well as evaluation processes.	
<b>Identify good and bad aspects of change and address all sides and, whenever possible, focus on the data supporting, need for and benefits of change.</b>	Assess changes being made working with both "good" and "bad" lists to see which elements are able to be addresses.  Design a separate "benefits of change" document. Consider a general benefits to constituents as well as a list of benefits to library staff and library functions.	
<b>Establish timelines, parameters and define the limits of the change.</b>	Set beginning and end dates for all change aspects. Estimate at least 6 months longer than original estimates.	
<b>Design adequate training for change elements.</b>	Create a running list of training and C.E. needs including – besides C.E. on change itself – integrating new/changing issues into policies, procedures, training curriculum, etc.	
<b>Build in adjustment time for all people involved.</b>	Although beginning and end dates are established for changes, identify goals for timelines of when changes are "complete."	

## **Recommendations for Preparing for Change in Libraries**

---

### **Moving organizations and people forward in the same or different directions and from the old to the new...**

1. **Address the issue of change head on.** Provide development content on change, how change affects people, how people “see” and deal with change and how they get “through” change. Establish standard visual images to communicate and educate such as flow charts and paradigm shifts.
2. **Establish broad organization/institutional calendars** that specifically address change amid standard issues and events. These workplace calendars should focus on managing events, activities and issues and not just chronically when something occurs. (Project Management Timelines)
3. **Define expectations for performance** of employees and employers and/or administrators within the context of change.
4. **Establish learning mechanisms** for organizations for existing practices, learning new areas and dealing with change and teaching others how to work/live with change (including patrons.)
5. **Assess communication** patterns and techniques and establish standards for dealing with ongoing practices and integrating the “new” including communicating changes relating to both employees and patrons.
6. **Design and implement a proactive plan** for dealing with rapid change/information sharing with umbrella organizations and patrons.
7. **Assess “anchor” organizational elements** for their stability i.e. insure that employee documents such as employee handbook, job descriptions, performance expectation documents, etc. are dynamic and current.

8. **Establish mechanisms for dealing with change such as** stress relievers, sense of and area for play, respect for and outlets for reaching creative potential.
9. **Establish mechanism (can be temporary) for dealing with problems** associated with change and complaints concerning change.
10. **Be specific on elements of change** including benefits, negative aspects, consequences, and specificity to areas and jobs.
11. **Help others “see” change... visualize it.** One of the most important ways to recognize and communicate changes is through the use of paradigms and paradigm shifts.
  - **Paradigms** are examples or patterns, or outstandingly clear or typical examples.
  - **A Paradigm Shift** A paradigm shift is a visual, side-by-side image of elements of a *changing* pattern or issue. The “shift” moves from the left to the right with the left side of the paradigm/visual image representing the way the issue or pattern *was* and the right side of the paradigm/visual image providing the way things are now or will be.

Examples

Shifts can be...

Old “typical” general public library vs. New “balanced” general public library

90’s North Texas library support vs. 2000 decade north Texas library support

We spent public money this way...Now we spend public money this way

Older programs and services....Future programs and services

Old way to handle reference...New way to handle reference

The old access to library information.....The new access to library information

## **Recommendations for Preparing for the Future in North Texas Libraries**

---

4. North Texas libraries should expand involvement (two websites indicate involvement with local public libraries) with north Texas future initiatives (see “Appendices” websites on organizations) to support research for their initiatives, provide environments (physical and virtual) for their activities, position library administrators, prepare initiative statements (position papers, white papers) as well as comment on existing initiatives (individual community spaces, mixed use environments.)
5. MANY north Texas libraries are creating new programs, expanding services, changing spaces, etc. Libraries must become even more visible to constituents and decision makers and should consider a system-wide brand or – at the very least – contiguous community branding initiatives, that is piggy back on community branding. One library-specific marketing program in progress – the “friendly” customer service brand appears to have had great success and would be a wonderful project to build on with secondary brand possibilities for individual libraries. Additional areas include Web Junctions sustainability program (already recommended as possible by NTRLS) to provide a vehicle for members libraries to assess themselves for and move toward the future.
6. Because north Texas is emphasizing space and environment and community facilities, libraries should identify the sea change in library facilities in the region and capitalize on the uniqueness of use of new spaces as well as the design of spaces just to meet constituent needs.
7. Many North Texas library managers “keep up” by identifying and collecting projects that they consider exemplary or best practices. North Texas libraries should expand NTRLS activities that identify information and research environment best practices as well as mechanisms for applying these to north Texas public libraries.
8. Future NTRLS plans should include ramping up data information for member libraries including the creation of a data clearinghouse housing assessments currently in place, forms, survey results of assessments, forms

and data needed, data to drive the values recommendation (#6) and best practices related to data. Plans should piggyback on outcomes assessment or assessment measures requested by umbrella agencies.

9. Create a system-wide “value” of north Texas libraries document articulating value/worth to constituents, value of services and resources to the community.

The Value of Public Libraries

<http://www.ifla.org/IV/ifla71/papers/119e-Aabo.pdf>

Economic Value of Libraries

<http://web.syr.edu/~jryan/infopro/stateco.html>

Economic Value of Libraries

<http://scanblog.blogspot.com/2005/05/economic-value-of-libraries.html>

Value & Importance of Libraries

<http://www.wisconsinlibraries.org/research/value.asp>

Stephen’s Lighthouse: More on the Value of Libraries

[http://stephenslighthouse.sirsiidynix.com/archives/2008/02/more\\_on\\_the\\_val.html](http://stephenslighthouse.sirsiidynix.com/archives/2008/02/more_on_the_val.html)

and link to The Value of Our Libraries: Impact, Recognition and Influencing Funders

[http://www.sirsiidynix.com/Resources/Pdfs/Company/Abram/ArkansasLA\\_Value.pdf](http://www.sirsiidynix.com/Resources/Pdfs/Company/Abram/ArkansasLA_Value.pdf)

Making Cities Stronger: Public Library Contributions to Local Economic Development

Public libraries and economic development recommendation based on community

discourse & survey data [http://www.urbanlibraries.org/files/making\\_cities\\_stronger.pdf](http://www.urbanlibraries.org/files/making_cities_stronger.pdf)

10. It is imperative that north Texas libraries and their supporting structures take aggressive stances in planning for the future of north Texas. Extensive opportunities exist for involvement both in the organizations listed above and in their communities and although the “transforming libraries” initiative has been part of the NTRLS commitment, it is recommended, given the social and political environment that a parallel group (from NTRLS?) be constructed to position libraries within the futures discussions of North Texas.



## Appendices

---

### Librarian/Library Professional Paradigm

THEN	NOW
Librarians and library professionals could provide reference and information services and has a few specialty areas.	Librarians and library professionals must provide a variety of kinds of reference and information services AND specialize AND have many general areas.
Librarians and library professionals serve on few city/county committees.	Librarians and library professionals serve on a wide variety of committees for their expertise and to integrate libraries into the city/county landscape.
Teaching was point-of-use in-person and some small group/tour presentation.	Teaching is now point of use in-person and virtual and small group and large group in class and virtual. It is both asynchronous and synchronous.
Librarians select materials and create some print material guides and handouts and make them accessible.	Librarians now select, make accessible AND create print and online documents, guides and resources to meet patron needs.
Librarians and library professionals need to possess and maintain traditional personal instructional technology tools/competencies such as overheads/word processing.	Librarians and library professionals must maintain all traditional and also add 21st century toolbox for staff such as html, java scripting, web-based products, and PowerPoint.
Librarians and library professionals continuing education was typically more library-related such as resource based and selection based.	Librarians and library professionals now must more broadly address training in hardware, software, and teaching and learning and general management issues.
Staff continuing education has been in traditional formats for learning.	Staff continuing education and development has been expanded into additional formats, web-based, teleconferences, etc.
Professional development and learning has been sporadic, periodic and often issue or product specific.	Learning and development is now continuous, ongoing and now often more general.
Librarians and library professionals have worked on committees and groups on some projects with some decision-making.	Librarians and library professionals now have more of a smaller team approach to general work functions with more team recommendations and decision-making.

People have been working together in person on projects and committees.	People also now working together virtually.
People could share workspaces, hardware and environments.	People now need their individual workstations to be able to customize hardware and software to ergonomic and intellectual needs.
Librarians and library professionals more reactive.	Librarians and library professionals must be proactive.
Librarians and library professionals create PR for their services and activities.	Librarians and library professionals must market themselves.
Librarians and library professionals justify needs with general goals and aggregate data.	Librarians and library professionals justify with general and targeted goals and outcomes statements. Usage data must be designed to match goals statements.

## Librarian/Library Professional Paradigm

THEN	NOW	North Texas
Librarians and library professionals could provide reference and information services and has a few specialty areas.	Librarians and library professionals must provide a variety of kinds of reference and information services AND specialize AND have many general areas.	
Librarians and library professionals serve on few city/county committees.	Librarians and library professionals serve on a wide variety of committees for their expertise and to integrate libraries into the city/county landscape.	
Teaching was point-of-use in-person and some small group/tour presentation.	Teaching is now point of use in-person and virtual and small group and large group in class and virtual. It is both asynchronous and synchronous.	
Librarians select materials and create some print material guides and handouts and make them accessible.	Librarians now select, make accessible AND create print and online documents, guides and resources to meet patron needs.	
Librarians and library professionals need to possess and maintain traditional personal instructional technology tools/competencies such as overheads/word processing.	Librarians and library professionals must maintain all traditional and also add 21st century toolbox for staff such as html, java scripting, web-based products, and PowerPoint.	
Librarians and library professionals continuing education was typically more library-related such as resource based and selection based.	Librarians and library professionals now must more broadly address training in hardware, software, and teaching and learning and general management issues.	
Staff continuing education has been in traditional formats for learning.	Staff continuing education and development has been expanded into additional formats, web-based, teleconferences, etc.	
Professional development and learning has been sporadic, periodic and often	Learning and development is now continuous, ongoing and now often more general.	

issue or product specific.		
Librarians and library professionals have worked on committees and groups on some projects with some decision-making.	Librarians and library professionals now have more of a smaller team approach to general work functions with more team recommendations and decision-making.	
People have been working together in person on projects and committees.	People also now working together virtually.	
People could share workspaces, hardware and environments.	People now need their individual workstations to be able to customize hardware and software to ergonomic and intellectual needs.	
Librarians and library professionals more reactive.	Librarians and library professionals must be proactive.	
Librarians and library professionals create PR for their services and activities.	Librarians and library professionals must market themselves.	
Librarians and library professionals justify needs with general goals and aggregate data.	Librarians and library professionals justify with general and targeted goals and outcomes statements. Usage data must be designed to match goals statements.	

## Reference Paradigm

<b>THEN</b>	<b>NOW</b>
Library staff members provide basic reference services and may have specialty areas.	Librarians now must provide a variety of kinds of reference AND specialize AND have many general areas in a wide variety of forms and formats.
Constituents need help in finding information, analyzing information, some help in applying information and some help in using resources where information is located.	Constituents need help in finding, analyzing and applying or thinking critically about information and in using the hardware to read/view/locate (PC, keyboard, mouse, other) and in using the software and in using printing devices, etc.
Teaching or helping constituents use the library was point-of-use or in-person and some small group presentation primarily.	Teaching/helping constituents is now point-of-use, in-person, virtual, small group and large group in classroom in-person settings - for a wide variety of ages and levels and styles of learning. It can be both asynchronous and synchronous.
Librarians and library staff used to only count use by in-person or door count and contact such as call-in.	Librarians and library staff now count in-person, call in, and virtual usage both locally and remotely.
Librarians and library staff used to count reference questions as in-person or by phone.	Librarians and library staff now count in-person, call in, fax, email, and web-based.
Librarians and library staff typically had few usage categories that seldom varied.	Librarians and library staff now have MANY more things to count as well as usage categories... such as searching an item, searching and finding or a “hit.”
Librarians and library staff used to have only aggregate or input stats that are how many did we buy? How many were checked out?	Librarians and library staff now still count how many purchased but also, use in general, types of use input and in some cases outcomes such as use of an online resource.
Counts or statistics typically were steady or growing. or they grew at the same pace.	Now there is a national decrease in some areas that we see locally while and increase in alternative uses/counts such as electronic resources, printing, use of interactive software or tutorials.
Staff wasn't worried about finding information people shouldn't see or didn't have to worry about teaching people “not to...” (Example “gov” or “org” or “net” and not “com” for some sites)	Constituents must be taught (sometimes) what to do and what not to do.

## Reference Paradigm

THEN	NOW	North Texas
Library staff members provide basic reference services and may have specialty areas.	Librarians now must provide a variety of kinds of reference AND specialize AND have many general areas in a wide variety of forms and formats.	
Constituents need help in finding information, analyzing information, some help in applying information and some help in using resources where information is located.	Constituents need help in finding, analyzing and applying or thinking critically about information and in using the hardware to read/view/locate (PC, keyboard, mouse, other) and in using the software and in using printing devices, etc.	
Teaching or helping constituents use the library was point-of-use or in-person and some small group presentation primarily.	Teaching/helping constituents is now point-of-use, in-person, virtual, small group and large group in classroom in-person settings - for a wide variety of ages and levels and styles of learning. It can be both asynchronous and synchronous.	
Librarians and library staff used to only count use by in-person or door count and contact such as call-in.	Librarians and library staff now count in-person, call in, and virtual usage both locally and remotely.	
Librarians and library staff used to count reference questions as in-person or by phone.	Librarians and library staff now count in-person, call in, fax, email, and web-based.	
Librarians and library staff typically had few usage categories that seldom varied.	Librarians and library staff now have MANY more things to count as well as usage categories... such as searching an item, searching and finding or a "hit."	

<p>Librarians and library staff used to have only aggregate or input stats that are how many did we buy? How many were checked out?</p>	<p>Librarians and library staff now still count how many purchased but also, use in general, types of use input and in some cases outcomes such as use of an online resource.</p>	
<p>Counts or statistics typically were steady or growing. or they grew at the same pace.</p>	<p>Now there is a national decrease in some areas that we see locally while and increase in alternative uses/counts such as electronic resources, printing, use of interactive software or tutorials.</p>	
<p>Staff wasn't worried about finding information people shouldn't see or didn't have to worry about teaching people "not to..." (Example "gov" or "org" or "net" and not "com" for some sites)</p>	<p>Constituents must be taught (sometimes) what to do and what not to do.</p>	

## Survey Data from North Texas Directors

---

Great care was taken to combine information, extrapolate data and aggregate responses and remove any and all personal or place names and vendor names. This data reads well as ideas for programming, excellent best practices, and overall illustrates an engaged public library management environment.

1. List two major changes that have occurred in your library in the last five years.
  - Facilities 10+
    - i. New building/new space
    - ii. Retail style shelving to merchandise the new books and opening Sunday hours with no additional staff
    - iii. Expanded library facility/added a large meeting room
    - iv. Renovated library space
    - v. Teen environment
  - Services/Resources
    - i. Computers - Internet, hardware, more, faster, wifi, more use 15-20
    - ii. Automated – new and upgrade 11
    - iii. Increased resources to allow expanded patron use
    - iv. DVD check out program
    - v. Collection/materials offered a new mix
    - vi. Audio book use increase
    - vii. Customer Service – focus, unique attention paid to constituents, turn around negative feedback/satisfaction rate
    - viii. Doubled the Spanish/bilingual collection
    - ix. YA materials
    - x. Extended the hours of operation 1111
    - xi. Media use increasing (movies) 11
    - xii. More 24/7 remote access (integrated with lack-of-space-argument)
    - xiii. E book availability and use
    - xiv. Self-check
    - xv. Smart returns/book drops
  - Programs
    - i. Story times (mommy and me)
    - ii. Adult programs (serious, community issues)
    - iii. Movie programs - adult, children's
    - iv. Teen programs
  - Usage
    - i. Increase in circulation of over 200% in that time from about 80,000 to about 265,000
    - ii. Increased the turns from 1.5 per year to 5.6 this last FY and will hit about 6.5 this year



- iii. Increased use in Internet and online products
  - Communication/Marketing/Public Relations
    - i. Informal “brand” on customer service (“uncommonly friendly service”)
    - ii. Focus on National Library Week (for the first time) – special days for clients of different ages, interests
    - iii. Website focus on interactive web environment (2.0)
    - iv. Emphasis on electronic resources
  - Community Issues
    - i. Changing demographics
  - Management Changes
    - i. Leasing computers instead of buying
    - ii. Added position of Electronic Resources.
    - iii. Salaries increased
    - iv. Positions reclassified
    - v. RFID
    - vi. Updated access policies
  - General use issues ceasing
    - i. Less reading for research
    - ii. Less pleasure reading
  - Challenges new
    - i. Expanded space/no increase in staff.
  - The use of technology to introduce our constituents to new services that exemplify our library’s spirit of innovation and commitment to exploring new avenues for meeting their information needs. Becoming more user-centered (constituents now check out and renew their own items; place their own holds; receive online homework help from an external service; and access media [books, video, and music] in digital formats). We now focus on providing innovative programming and serving as instructors for computer training, searching our online databases, etc.
  - Same number of staff...more community use.
  - Fewer staff, less money, same or more use!
  - Use of technology in all aspects of the work and development and implementation of a new, update brand for the Library.
2. Pick one of the major changes you listed in #1 and tell me two things that you did – as the library manager – to assist your constituents/patrons/community members in getting used to or “making” that change.
- I joined the library one year ago so the new building plans were already approved and group had been broken. I planned the transition to the new building,

- Internet – we held classes for those who needed basic Internet usage help
- Opening Sunday hours required that we re-allocate staff and create (3) part-time weekend positions. We also had to schedule the entire library staff to work weekends regardless of their position. This allowed us to share the load as a staff and equitably distribute the hours as follows:
  - i. All full-time public service staff works 1 Sat/Sun per month. They are assigned the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> weekend.
  - ii. All full-time non-public service staff work Sat/Sun from 12-5pm every eight weeks.
  - iii. Full-time staff alternate who works the 5<sup>th</sup> Sat/Sun of the month.

The public wanted Sunday hours so we had immediate buy-in. Staff picked a configuration that allowed them to know for a full year when their weekend would be scheduled.

- Applied for and rcvd Tocker grant to hire a professional space needs and planning consultant to determine the size of the building needed. Work with Mayor, Library Board, and building committee to develop, write, and promote bond campaign materials. Bond approved at about 67% (roughly)
- When we upgraded, we began letting the community know weeks before going live with newspaper articles and on our webpage. We offered 1 hour workshops for the public to introduce new features of the updated system. We visited service clubs like Rotary to provide an overview of the new system along with other services the library makes available to the community.
- Last summer the ISD was changing their Internet to Wide Fiber, when this was done, they accidentally forgot to figure in the library in the new change. The library went for 1 month without the internet. I took the statistics of how many patrons asked to use the internet, how many times we needed it for reference use and how we could not catalog and process our library materials without it. These statistics were taken to the Commissioners Court and the County Judge with the explanations of how we had a service to our patrons who were the residents of the County and we were not doing it, because of the internet problem and we needed a solution to the problem. We could no longer be at the mercy of the school district and their whims. They decided that the library needed to have DSL to be able to serve our patrons and residents of the County. When the change came our patrons were very pleased to have a smoother running and faster internet for their needs.
- Advertising, flyers, word of mouth, our new story time has grown from 4 in attendance to 25+

- Make assumptions measure results and adapt quickly: regarding the change of the mix of product we came up with assumptions about what users in this community are driven by with high income levels (2<sup>nd</sup> highest per capita of any zip in Texas) they can buy books that they really need so we assumed that a very literate and driven populace (that could buy what they needed\_ would prefer to have a great collection of movies right when they hit and a very strong popular collection with an emphasis on fiction – the assumption was they wanted something to relax and recreate with. We then allocated our resources to that end and measured the results and were prepared to make adjustments based on the results – we continually make minor adjustments but the results speak for themselves – as stated about a 200% increase over 5 years to go up. Staff buy in: got staff to buy into what we were trying to do, and empowered them to make it happen – all selectors are very big believers in our philosophy and they work hard to maximize use and provide the best return on investment to our taxpayers. It doesn't do any good to create and implement a unique philosophy in libraries if your staff thinks you are full of crap.
- Promote, promote, promote – colored fliers, posters, etc in library, newspaper, radio and Special Day for Spanish @NLW – citizenship & literacy materials available as well as Spanish language and bilingual resources highlighted in the library
- Didn't do much. People mostly EXPECT you to have a website. Lots of work went into it. Not much work to get people use to it.
- We kept the community informed of our progress in expanding our facility thru newsletters that go to all addresses in Benbrook. We also had signs and architectural plans in the library showing what the expansion would include.
- Increases online resources and number of computer stations. Also, increased number of audio books in collection.
- Friday night at the movies was started five years ago in order to offer something for the people of our rural community to partake of with very little cost involved. The library has a multi-media projector and with a donation of a surround system DVD player, some used stereo speakers and a custom-made kind size sheet movie screen, the “redneck drive-in” was born. The library now offers movies each Friday evening at dusk through the month of June featuring movies that coordinate with the Summer Reading Program theme as often as possible (i.e. pirates, dinosaurs, etc.). Concessions are offered for minimum donations and proceeds go to purchasing movies for future presentations. The greatest number to attend a feature was 60+ for the movie “Chicken Little”. The library has a collection of movies on DVD and VHS, including a majority of the American Film Institute's Top 100 Movies of all time. Movies are shown throughout the

year for special occasions also. With the closest movie theatre being over 50 miles away, this has been a major boost to the library's collection.

- For the teen program, we set up an area in our small library that is primarily just for them. Although they do have to share it with other programming and a few computer users, we let them make some decisions on how they want to decorate (within reason). They have already learned that they have their own "place" and head back there when they walk in the door. One of the things we had to do when we decided to move them back there was to downsize our Reference section. Because of the databases through the state and the ones we subscribe to, we can still cover our patron's requests.
- The building was closed for three days for re-carpeting. Lots of PR announcements and forewarning. Even after we re-opened, parts of the collection were roped off. We had staff roaming around, offering to retrieve items for patrons.
- Increased emphasis on electronic resources moving more to 24/7 remote access. Promote, promote, promote! We are making appearances at school and other events to promote our electronic resources (personally, assisted by other staff and/or Board members)-lots; lots of Pr wherever; whenever we can! Personally made presentations at teachers' meetings to promote our Live Homework Service. Lots of emphasis on the 24/7 aspect. Encouraged staff to explore new resources to enable them to "show them off" to our customers.
- All new computers – procured funding and taught patrons changes due to operating system.
- I am still in the process of getting used to being the library director. Most of the patrons and library volunteers have accepted the change in leadership readily enough. My volunteers and library board members have been very helpful during this transition time.
- Open more hours – posted new hours in local newspaper and posted new hours on library door
- Our Saturdays are staffed with ½ employees working in the mornings, and the other half working until close. The next month employee's hours are flipped so the other group opens up and the other groups close.
- Being a school/public library combination, it has been important for our students to learn valuable internet usage when researching information. Tips have been shared with the core curriculum teachers who verify that they have been able to use the methods I have discovered through Small Library Management and other available workshops. Because students are networked through campus labs along with the library, more and more of their work is done at school labs and minimal work must be done at the library now. I can only trust that they are meeting their

TEKS and becoming prepared for further education or careers. I continue being in touch with the principals and administrators who supervise this area.

- To assist our patrons in learning and using RFID we stationed staff at the three self-checkout stations for the first six months. We continue to provide one-on-one assistance to patrons learning to use the self-checkout station. As a part of the implementation we raised our \$5 fee limit to \$10 in order that more persons could checkout on their own without needing to walk to the staffed desk to pay their fee. A year later we returned to the \$5 fee limit and collected the outstanding fees above \$5. We also extended our library car information update requirements from 12 months to 18 months to facilitate more patrons checking out their own. The first year in the new space library visits increased 36% and circulation increased 51%. After 22 months in the new space we are averaging 87% self-checkout.
  - The new automated system is online, so now we do not have to take time to backup files. The OPAC is different from the last system so we are giving instructions on how to use this one.
  - Encouraged employees to acquaint themselves with the current policies. Explained to employees and library guests what we can do for them, not what we can't.
  - Use of new technologies and old school methods to get our message out where our users are! Through IM; e-mail, blogs, wikis, our online newsletter, our weekly library newspaper column in the newspaper, electronic messaging boards inside each library, online catalog, appearing on our city's DTV station; using and abusing the city's PIO, city's staff newsletter, community magazines, etc.
  - We have had to establish stricter rules for computer usage and people have had to wait for a computer to be available. We have also had to discontinue allowing playing of games and using of My Space on the public access computers.
  - We used volunteers to show the patrons how to use the express check out equipment to help them be more successful and to make it less noticeable that we had reduced staffing. We also made sure we purchased items requested by the citizens so the reduction in operating budget was not noticeable. It would not have served any purpose to call attention to reduction since all departments was affected equally.
  - Educated and informed mayor and city council and gained support from the Library's three support groups, Advisory Board, Friends, and Library Foundation. Initiative funded by the Library Foundation.
3. Tell me three changes you know you need to make in the future/the next two years.
- Continue to grow the print and media collections, offer more programs for all ages, provide library's catalog on website (we have an online Integrated Library System but did not have funds to purchase the online catalog module.)

- Wireless, building expansion, e-books
- Design and plan the new library, implement RFID with automated sorter, convert to self-checkout only stations
- We need to get our catalog online, we need shy one more full time librarian (I am the only full time, with 5 part times. Our FTE = 3.2-3.6), and we need to improve staff responses to the customer (everyone is sooo busy “working”)
- Add additional electronic resources (i.e. databases, downloadable materials, etc.), develop a comprehensive program to serve our growing Hispanic community, review current services for relevancy/identify new services that we might offer
- We need new shelving (I plan to apply for a grant to get the library new shelves), finish graduate school and keep up with the latest library trends.
- Replace 2 computers, new carpet, look into possibility of library expansion
- Changes:
  - i. New library: the library is in a Town Hall building in an upscale shopping district and parking is very difficult, the space is limited and programming space is a real struggle (we had over 18,000 people attend library programs last year in a city of 25,000). The plan is to build a new library allowing us to provide the service as effectively as we can and allow for easier access.
  - ii. Market penetration: we have to improve in our ability to get service to the entire community – 99% have high speed internet at home and are generally a young (85% have college degrees) and very wired community have library card, and our projection for summer reading this year is that within our target demographics we will reach 75% of students from 1<sup>st</sup> to 5<sup>th</sup> grade. Nice working in a small town that wants to build a strong sense of community. Our next targets are people who read but only go to bookstores – we have to prove we are friendlier and more helpful than B&N a block away.
  - iii. Expand convenient pick up and drop off points in the community. We were the first library in the country (as far as we know) to develop a virtual branch with a major corporation with our virtual branch at the Sabre international headquarters. Our catalog resides on their intranet – they can order whatever is on our collection (or Ill’s) and the item will be delivered directly to their desk, and they return via their mail room. The concept is that we don’t have to have a physical branch to provide service just a place to drop and pick up. We are working on 4 more virtual branches that will allow folks in the community to place a hold on a book and pick it up and drop it off where it is most convenient to them – it also allows us to provide great service but in a limited space – I came up with the concept when I was reviewing the weaknesses that the library had to

effectively deal with and one of the most important ones was how to provide service as conveniently for the customer as possible in a central location that had space and access limitations. There is always a more effective way to do things.

- Create a Teen program and build a young adult collection – both nearly non-existent, add reference items in print when they have an online website to access as well, collaborative venture to acquire or lease a place where our Local History and Genealogy collection can be housed along with items being saved for a museum of Bowie history
- Working on shared integrated library system with other small libraries, must reduce the size of my reference collection, and want to expose my staff to Learning 2.0. Hoping that will improve staff ability to answer technical questions about social software.
- We will utilize our new website and blogging technology to push information about library services and programs to the community in a much more assertive manner than in the past. We are also adding more online services such as business databases, audio and video downloading, and access to live tutors, which clients can access from non-library computers as well as those in the library. We will use technology such as PC management software and self-check devices to free up library staff to do more non-clerical activities.
- Within the next two years we need to get another automation system, we are on x, space planning for our building, and how to do more with the same about of staff.
- The library will definitely need to update our computers and server. The existing system was put in place several years before I arrived five years ago. The library now uses the online system for all library transactions, so we will have to look at a new system soon, as they are no longer updating this program. Lighting and fixtures will soon have to be addressed, as most of them are over forty years old, being installed when the courthouse was constructed in 1967.
- Only one change is really needed. We need a larger facility to provide better service in the areas of programming, quiet places for people to study, more and better media for patron use.
- Add some additional foreign language materials. At the moment, all we have is Spanish, plus English, of course. Downloadable books. We are hoping that the technology will become more user friendly. The library foundation is going to be working with an artist to creative a tile mural history of the city, which will be on permanent display in the library.
- Seek more grant funding consortium opportunities to enable more expansion into the electronic resources without major impact on the rest of our collection development and to enable migration from our current ILS at the end of our current commitment. Seek more grant funding to continue revamping current

facility, replacing carpeting, replacing worn/damaged 1987 vintage furniture. Deal with the impact of loss of parking spaces due to widening of Main Street (offering duplicate programming time slots, securing help from nearby shopping centers to provide parking during summer programs-already are doing that for staff parking this summer on program days, encourage City to move quicker on plans to expand parking lot on NE side).

- I know I need to weed, weed, weed. We also need a new front door. And, I have a feeling we will need a new air conditioner system.
- We need to find more volunteers to help in the library. We need to be open more hours so that we can better serve our patrons. We need to implement some more programs, such as reading programs for the young people, and other programs to get more people to use our library.
- Add more patron computers, paint and re-carpet the library, and add more shelving
- Get new cataloging system, subscribe to wireless, provide more Adult programming, especially computer classes
- Updated nonfiction collection which adequately meets the needs of students and public patrons, including more online reference materials, formalized library science sessions with elementary age students, and staff training in obtaining information for reliable sources
- Become even more efficient using the staff that we do have, expand electronic resources and services, and increase salaries to a more competitive level.
- New computers, children's librarian, new format of movies and audio books.
- Get used to constant change and try to keep the changes easy or manageable for all to understand and cope with, expand computer access for the public, prepare to move from online system to the next product, and purchase networked black and white printer
- Accepting payment for fees online; we do this already in person with MasterCard and VISA, No longer sort materials manually for shelving (I plan to retrofit our Circulation work rooms with sorting machines), transform our user's experience by "super-charging" our current platform to make our online catalog much more useful and interactive with community participation.
- We will need to increase our audio CD and DVD collections and decrease our tape and video collections. We will need to implement a web page. We will need to upgrade our computers and perhaps increase them in number.
- Add more shelving and reduce the size of aisles and increase materials budget. Also need to add back databases we had to cut due to budget issues.
- Improve staff skills, renovate and/or expand facilities, and gain additional advocacy and financial support.



4. Identify two things that you need in order to prepare for the future in your library/in your community.
- I need to maximize support, financial and otherwise, in the community. Library is still so new and lots of folks have not discovered us yet. Others think the library is still the children's-materials-only institution that is started out as. There is already griping about the amount of money spent on the new building – so we need to show that we are an essential service. I need more staff so I have time to reflect and plan. We are very small and I am on the front desk much of the time that I am at work.
  - Funds and funds
  - Educate the community about the ease of using a RFID self-checkout versus the traditional grocery store self-checkout. More continuing education opportunities for the entire library staff to attend.
  - Constant continuing education, constant presence “out” in the community and periodic community assessments to feel its pulse and pick up on trends.
  - Broad community understanding – past and future and broad community participation in planning and as users and supporters
  - Funds, keeping up with the latest trends
  - Obtain a website, we need more money...
  - The easy answer would be access to more resources and better support in the community, both of which we have more of an impact on then librarians often seem to realize.
    - i. The real answer in part is that I need progressive staff that considers reading a point of stasis in which we have no need to improve an anathema (age does not matter in this regard). Unfortunately (fortunate for me however) all of my staff and particularly my librarians come from the private sector and do not have the same world view as much of our profession and we have therefore been able to escape the heavy gravity that tends to weigh upon us. I actually see library experience as a deficit in hiring staff. Friendliness and the desire to do what it takes to serve the customer is my focus, and no worrying or whining about our image – if you are focused on that you are not focused on our customers, and the customer could give a \_ \_ \_ \_ about our image (really gets on my nerves, if you can't tell).
    - ii. Deconstructing what a library means to our users and creating a new paradigm – as I mentioned before we spend so much time showing our customers that we are different then “a library” and building the trust that we can be relevant to individuals and the community. Everyday we hear comments that we are so unlike a library. In developing relationships with Civic and business leaders I focus on the fact that we exist to create value

for the community and that our staff works very hard to do what it takes. I explain how we run our operation like a business and that our focus is specifically on satisfying user needs in whatever from those needs take. To a lot of these folks (and even me when working in the private sector) the library is completely irrelevant to their lives – our goal is to make what we do relevant, and unfortunately we have to fight against negative stereotypes in order to do so, as a result we are reinventing what a library is, and I am not particularly tired to what they used to be, in fact we are always working against it. I know it is easy to oversimplify my explanation, and exclaim that you can't run a library like a business – it is actually a rather nuanced and well thought out approach that uses fundamental principles from the business world (which I worked in for 25 years) and integrates them with public sector realities (some of which I have found are actually illusion, and excuses for not having and satisfying high expectations).

- Cooperation with other County libraries, more grant seeking, continuing education – new trends, equipment, formats, etc.
- I really need someone on staff who knows more about computers. I need a Library Board who sees that change is a good thing. We are re-barcoding our entire collection for the Shared ILS.
- As a small library with limited resources, we need more money and staff to plan for and implement new programs and ideas for service. Fortunately, as a tax district library, we don't have to compete with other city departments for funding or service approval. If more libraries can transition to the district governance, they will be able to do much more in the way of innovative service. Libraries' real challenge is not technology and funding, but our commitment to providing programs that communities need to help solve serious social problems. We must find a way to gain the understanding and support of our governmental officials for libraries to provide such controversial and politically risky programming.
- Know about changes in technology in regards to libraries and community demographics
- Money and man-power are the two most needed things to prepare our library for the future. Our patron visits are increasing each year, so that is a good thing.
- Here again is the same old thing – we need a larger facility.
- More public support and awareness. We really need a larger facility, but there are so many other capital needs that our city is facing that the need for a larger library is just not getting the vocal support necessary to make it happen. A plan for revamping or revitalizing or reinventing our Friends group- too few people trying to accomplish too much without enough help- with too much falling back on staff

to accomplish it. Particularly need people with talents in handling the paperwork side of non-profit management.

- Wireless
  - We need more money. We need a new and bigger library building.
  - More patron computers and more shelving.
  - Additional money and apply for more Grants
  - Updated, efficient computers, software, and auxiliary equipment with coincide with that being taught in schools. Consistent state support in terms of TexShare databases, etc. that can be counted on, updated, expanded, and not duplicated in our public library budget. Three – PLEASE – funds to hire a full-time, certified children’s librarian rather than a library aide who is overworked and under trained in that important area!
  - Additional staff (currently below TLA Public Library Personnel Standards BASIC LEVEL), additional full-time staff (currently 62% of staff is part-time with no benefits resulting in high turnover and “brain-drain”), continuing education for self and staff, improved web presence for library
  - Need to have full support of the City Commission and Community and funding
  - Reliable funding and continuing education for staff.
  - Quickly identify trends that impact our community, quickly adapt to those trends, continually scan the horizon
  - We need to establish an active and vibrant Friend’s group. We need more staff.
  - More funding, a new crystal ball that is more accurate! And a younger staff (not so set in their ways and more creative!!)
  - Stay informed and on the cutting edge and better ways to communicate success and value to community and donors.
5. Are your community members asking for changes? “New things”? List three to five things your constituents are asking for. (Don’t worry about whether or not you can afford what they want...just tell me what they are asking for...)
- Computer games, coffee shop in library, more Christian fiction and nonfiction
  - E-books, wireless, faster Internet, more computers, more books, audio books, DVDs, teen gaming, extended hours
  - Drive-up book drop, more computers, more copies of bestsellers, DVDs, and children’s books, teen programming, a “Green” building
  - Longer hours, catalog online, genealogy resources, more use of the space for meetings, etc.
  - More internet workstations, sometimes more copies of bestsellers

- My community members do not ask for many changes, they accept what we have and go from there. If changes are made they are very happy with the changes and adapt to them very well.
- More movies, more computers
- Our customers are very demanding in terms of the service level and product we deliver. We don't get any slack – if it is new and it is out our community has it. We don't view that as a bad thing – it means that staff and I always need to be paying attention. We cannot rest on our laurels or we will become irrelevant in this community in a heart beat. It may be hard to list – we are always on the lookout and hop on new stuff as quickly as we can (if practical). The drivers now appear to be the need to provide media on varied formats and have them downloadable on portable devices, audio books, music, movies to be loaded on MP3 players or phones. Catalog needs to be accessible in various formats and scales. The ever present need to have new books, movies etc. is omnipresent. The other driver in this community (it has been this way for a bit) is electronic access from home to all of our services and convenient physical access if they need a physical thing. Actually what most people ask for is that we provide great service and relevant products – we have to constantly prove to people that we are not a library (as they are perceived by most of our customers) in order to provide great library service. Our sense is over time the biggest trend will be that people are going to demand a better level of service than libraries most times currently provide – the techno stuff will come and go and we just pay attention to those trends – it is the basic philosophy of service that people want to see change. Not sure if this answers your question. We are in the process of dropping the Dewey Decimal system as one way to change our relationship with our customer allowing for more customer empowerment and less library autocratic control.
- Not really asked for changes.
- Do you have a fax machine for the public? How about a laminating machine? Do you offer GED classes? Can't you do AR tests like the schools do? More books on CD. Can you make this flyer on your computer for me? Can you make copies for me? Please type this for me?
- We've provided the main things our constituents have requested: an expanded facility with meeting capabilities, better collection and expanded online services. The basic problem of library services is that people often don't ask for those things they really need. They ask for those things the advertising media tell them they should want and need. People don't need more entertainment. They need to understand and find solutions to the economic, political, and social problems that affect them. Libraries can help with that need if we take it as our primary mission. Patrons want: more computers, audio books, current materials, children's programs

- Most often we are asked for faster internet access and more computers. Lots of people want us to be open more hours. Game checkouts are asked frequently, including the system with which to operate them. We do have those patrons who want to be able to pick up the current best seller on any given day, so I guess an extended lease program to accommodate the best seller list. Children want more programs like we have during the summer, including bigger and more prizes.
- Coffee shop, quiet study areas, more programming
- More open hours. More public access computers-particularly the adults want to not have to share with the kids. More space- more large tables – more quiet spaces- more “visiting” spaces-more kid spaces-more adult spaces. More collection-all genres-all formats—including electronic resources (24/7). More summer programs with paid presenters for the pre-1<sup>st</sup> grade age (that might not solve it for all of them-some parents just want their kids to attend the same programs that their older sibling go to). Means more program funding and bigger program space.
- Wireless, CDs, and video games
- We need more public access computers.
- More children’s programs, more non-fiction books, patron scanner (so they can scan a document and then e-mail it)
- New patron cards with patron picture on card, flat screen TV for announcements, placed on wall behind Circulation Desk
- Photography software and hardware to share and print pictures – even a kiosk for color prints (there is not one in town). Extra public access computer stations which is not school-networked and available for e-mail and peer-to-peer communications (we have only one such station, limited to 15 minutes for adult patrons – Board policy). Wider collection of unabridged audio books (or possibly play-aways). Bilingual books (Spanish and English) with side by side text. Teachers have discouraged adding graphic novels, but a limited number of students from other areas ask for them – budget constraints have not opened this area up for pleasure reading needs and school monies pay for nearly all children’s and young adult’s materials.
- Downloadable audios, longer hours (currently open 7 day/week, 60 hr/wk, four nights until 9), more staff to assist them
- A larger library and more parking
- Sectioned off area for individual pc users, not exactly a study carrel, but dividers between computers; tables and receptacles for laptop users, quiet reading area, study rooms, more public computers
- More neighborhood branches; more books (65% of circulation!), more public-access computers and laptops

- More bestsellers-quicker. More children's programming. Literacy/ESL training. Computer classes.
  - More computers in children's area, more databases available with remote access, more DVD's available, more music cd's available – not really new things just more the things they use the most.
  - More facilities, existing and emerging technologies, literacy services, ESL, after school programs, substantive programming such as more computer classes, career and college counseling, and job training, more materials in all formats.
9. Tell me three things you need for you/your staff or for your library in order to step into the world of tomorrow?
- Upgrade computers, laptop PCs to loan or another way of providing access to the Internet – many in the community do not own computers or have a slow connection to the Internet, so the great databases we offer go to waste, an improved, expanded website
  - Funds, training, additional space and additional staff
  - Hands on demonstration and training, motivation, a full time person...
  - Electronic signature for patron registration and self check
  - Nothing that I can think of
  - The most important thing is we need is to hear what other libraries are doing to keep up. I feel we are doing well to fit our community needs, but not sure what we need to push us into the future.
  - One would be the realization that the world has changed and what a library was is no more. I work real hard with staff to develop a sense of pride that we are off the reservation and setting our own path and that the community we serve loves it – to be honest I have found I care less and less about what the library community thinks – it has become less and less relevant for me – oh yeah I forgot you're the consultant not the bar tender, as I become intoxicated with the elixir of disdain, and belligerently spew invective at whoever is in close proximity, ass is my want – my own fear and loathing, if you will. Secondly we are working to develop a succession plan so we can continue to provide the level of service we have created and training staff to embrace the challenges we face and not hide from them. We attract mavericks to our staff and that perpetuates our derision for library as institution and keeps the innovative approaches coming, which also satisfies our community's need to see constant change as a good and necessary thing. Finally we will stay focused on providing the fundamentals which I identify as the following:
    - i. Proper mix of product
    - ii. Superior customer service

- iii. Productivity (develop efficient work practices that allow us to boost effective staff utilization)
  - iv. Creating value for the community (maximize return on investment)
  - v. Integrate oneself with various constituencies in the community and develop strong relationships that will aid in long term development and relevance of the library (we therefore use volunteers extensively as a matter of course)
- Instruction in use of new media, formats and equipments – preferably from librarians instead of sales people, take more advantage of the LE@D courses from UNT
  - I was hoping someone would tell me. We need to be more relevant to teens. We probably should learn to speak Spanish better.
  - Training in new technology, trends in libraries, how to keep our customer base growing and satisfy the one we already have.
  - This is almost the same question as #5. It is still more funding and more staff. Of course the more funding would take care of the third thing which is updated computer hardware and software.
  - Again, a new facility. Are you getting tired of our “mantra”?
  - More usable space-both interior and parking capacity. More funding for technology-particularly technology that is not dependent on local IT support (IT is way too stretched with other City projects). More staffing to be open more hours-without that, more opportunities to offer 24/7 services with reasonable pricing (consortiums are helpful; grants are even better!)
  - Funding, current knowledge of new technology, listen to what your patrons want.
  - Local newspaper on computer.
  - We need more public access computers, more room to put them, and more staff and volunteers to help run the library.
  - Web page, staff to be responsible for the web page, and more space.
  - Wireless
  - Mandatory technology training for determined staff that chooses to use only (often dated) printed resources for information sources – because we’ve always done it that way! They need to be able to ease our older population into computer usage. Also, they need to be aware of and USE recommended and scholarly information from preferred databases and trusted sites. Need advice on a starting place to help choose technology upgrades which will not be outdated so quickly. This must be tailored to our rural community but not out of touch with the trends used in larger libraries. Time and staff to teach adult computer literacy and internet use.
  - Continuing education

- Continuing education for capable instructors. Face to face method is preferred. Continued support for the governing body and the library advisory board, more public computers and a vendor to troubleshoot them and recommend specs. We don't have an IT dept. A library system that is equal to what we have now or a better one that won't be costly to small libraries.
- Continue careful assessment of who we are, who our customers are, what they need, and how we can provide it!
- We need more staff. We need at least one Spanish speaking staff member. We need more computer/ software training.
- Skilled staff who embrace change and look forward to a future, assistance in developing messages for constituents, support groups, donors, and funders about the value of library services, excellent managers and leaders



## Webliography & Recommended Sites for Review, Keeping Up and Preparing for the Future

---

<b>Web Site</b>	<b>Comments/Use Recommendations</b>
The Arlington Institute <a href="http://www.arlingtoninstitute.org/">http://www.arlingtoninstitute.org/</a>	North Texas organization devoted to research and preparation for the future of North Texas. Libraries should work with the Institute including - but not limited to - participating in data gathering, hosting research, serving on workgroups, etc.
DaVinci Institute Content rich web environment with 35 papers by futurists including “The Future of Libraries: Beginning the Great Transformation” <a href="http://davidwarlick.com/2cents/2006/11/04/saturday-morning-keynote-by-joan-frye-williams/">http://davidwarlick.com/2cents/2006/11/04/saturday-morning-keynote-by-joan-frye-williams/</a>	Classic “future” online environment. Bookmark and watch the space for “keeping up” as well as for content to cite/use in annual reports, ideas for and content for grant applications, and as an environment for credentialing budget requests.
Future of School Libraries At Library Research Service - Significant data on school libraries gathered and reported in both data and narrative <a href="http://www.lrs.org/impact.php">http://www.lrs.org/impact.php</a>	This report provides information not only for schools but for related community constituents such as public libraries. In addition, this data is helpful for looking at serving children and youth (and/or teens) out of the public library as well as out of the school library.
Future Studies <a href="http://www.metafuture.org/index.html">http://www.metafuture.org/index.html</a>	Fascinating, more global look at futures but with not-to-miss information on infrastructure, information, communities, etc.
The Futurist <a href="http://www.wfs.org/futurist.htm">http://www.wfs.org/futurist.htm</a>	Website of the magazine with some fee and much free. Don’t miss “Interviews.”
Governing <a href="http://www.Governing.com">http://www.Governing.com</a>	Website of the magazine with excellent content on the communities public libraries serve. Should be a public entity managers “right hand” resource. When you search “public libraries” you find a great deal on libraries within communities.
The Institute for the Future <a href="http://www.iftf.org/">http://www.iftf.org/</a>	Simple website with research and forecasting information.
Librarian in Black Blog/discussion format with a wide variety of contributors focusing on future trends, ideas, projects, news <a href="http://www.librarianinblack.net">www.librarianinblack.net</a>	A classic blog by now, LIB spends time looking at the future and gathering information on the future.
“Long Overdue” by Americans for Libraries Council ALC’s Libraries for the Future 84 page	Good content and recommendations based on data.

<p>report on future library/public community data and opinion based on survey and appreciative enquiry  <a href="http://www.actforlibraries.org/pdf/LongOverdue.pdf">http://www.actforlibraries.org/pdf/LongOverdue.pdf</a></p>	
<p>Making Cities Stronger: Public Library Contributions to Local Economic Development  Public libraries and economic development recommendation based on community discourse and survey data  <a href="http://www.urbanlibraries.org/files/making_cities_stronger.pdf">http://www.urbanlibraries.org/files/making_cities_stronger.pdf</a></p>	<p>Urban Libraries provides seminal documents at least once every few years. Good research, good vision...with a focus on the major urban environment, but information for all sizes of public libraries.</p>
<p>North Texas Future Fund: Working for Tomorrow's North Texas, Today  <a href="http://www.northtexasfuturefund.org/">http://www.northtexasfuturefund.org/</a></p>	<p>Like the Arlington Institute, the Future Fund provides excellent information and process on looking at the north Texas future.</p>
<p>OCLC Perceptions of Libraries and Information Resources Extensive, thoughtful 290 page report based on survey research data (results included in appendices  <a href="http://www.oclc.org/reports/pdfs/Percept_all.pdf">http://www.oclc.org/reports/pdfs/Percept_all.pdf</a></p>	<p>Classic information from one of the most important research groups for public libraries and especially significant views on users, potential users/constituents.</p>
<p>Pew Internet &amp; American Life Reports on Demographics Rich web environment on data about the Internet and technology and media  <a href="http://www.pewinternet.org/PPF/c/2/topics.asp">http://www.pewinternet.org/PPF/c/2/topics.asp</a></p>	<p>Very research oriented content with a good "technology and the public" focus including constituent research needs.</p>
<p>The Shifted Librarian (Blog entries)  <a href="http://www.theshiftedlibrarian.com/archives/2006/06/25/20060625_scanning_the_future_your_library.html">http://www.theshiftedlibrarian.com/archives/2006/06/25/20060625_scanning_the_future_your_library.html</a></p>	<p>Another (by now) classic blog with much commentary in general including good comments on the future.</p>
<p>Strong Libraries - Adaption &amp; Renewal in Libraries - <a href="http://www.stronglibraries.com">http://www.stronglibraries.com</a></p>	<p>Offered by library consultants, good solid data-driven content and recommendations offered. Much for general use.</p>
<p>Texas State Demographer's Reports Although this site provides rich data, much strength in content comes from 10+ presentations/papers presented on the topic. Obviously, great background on Texas. <a href="http://txsdc.utsa.edu/">http://txsdc.utsa.edu/</a></p>	<p>Great supporting data that can be carved out by specific zip codes. Links to "Window on State Government" as well.</p>
<p>The Topic: Future</p>	<p>Interesting, but odd links to "future" content</p>

<a href="http://www.42explore2.com/future.htm">http://www.42explore2.com/future.htm</a>	on the web.
Tame The Web Blog with opinions and comments scattered throughout reports and news bites on trends, futures, etc. <a href="http://tametheweb.com/2007/02/ten_tech_trends_for_librarians_1.html">http://tametheweb.com/2007/02/ten_tech_trends_for_librarians_1.html</a>	Obviously focused on the future and the web and the future and tech, this blog is more focused on “trends” and is used in this consultants “trends” report.
Vision North Texas: Understanding our Options for Growth <a href="http://www.Visionnorthtexas.org">http://www.Visionnorthtexas.org</a>	Another north Texas resource for librarians to study and learn from as well as get involved with systems and processes so that libraries will become part of the future.
Webjunction <a href="http://www.webjunction.org">http://www.webjunction.org</a> <a href="http://www.webjunction.org/do/Navigation?category=11131">http://www.webjunction.org/do/Navigation?category=11131</a>	Webjunction provides content and pathways to change.
Website of the Future <a href="http://www.seattle-websites.com/sample_site/enter.html">http://www.seattle-websites.com/sample_site/enter.html</a>	VERY interest web design...go visit...this technology/software supports the new virtual reality modeled after physical reality and perfect for libraries.
World Future Society <a href="http://www.wfs.org/">http://www.wfs.org/</a>	The society that supports the magazine cited above – the Futurist. Good basic future website...also good interviews and good conference proceedings.