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Access Services in the New Century (Full Issue)

OLA Quarterly

Access Services in the New Century

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Access Services in the New Century

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Re-envisioning with the Aspen Institute — Oregon Libraries Answer the Challenge

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Access Services in the New Century

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Turner Masland is the Assistant Manager of Access Services at Portland State University, where he supervises the Resource Sharing Unit and manages the department's student workers. He earned an MLS from Emporia State University in 2012 and a BA in Environmental Sociology from St. Lawrence University in 2006. Prior to his work at PSU, he has worked in a number of academic and medical libraries in the Portland area, giving him the privileged perspective entrenched in our region's dedicated and creative librarian community. He recently served on the American Library Association's Legislative Committee and volunteers with EveryLibrary, the country's first library dedicated political action committee. When not in the library, Turner is an avid hiker, exploring trails in the Columbia River Gorge, Oregon Coast and Mount Hood National Forest.

"plus ça change, plus c'est la même chose"
"The more it changes, the more it's the same thing."

— JEAN-BAPTISTE ALPHONSE KARR
in the January 1849 issue
of his journal Les Guêpes
("The Wasps")

Libraries are continuing to change at a rapid pace, transforming from quiet repositories into vibrant locations for knowledge and information gathering and exchange. Books are being moved to storage facilities to make room for more collaborative learning spaces. Technology demands are rising. Makerspaces are becoming essential library services. While these changes are both scary and exciting, they are also necessary for libraries to remain true to their core mission: serving our communities and their information needs while respecting their rights to privacy and intellectual freedom. While everything in our industry feels like it is changing rapidly, it also remains the same.

The spring issue of *OLA Quarterly* focuses on access services in the new century. How are core activities like circulation, interlibrary loan, space and stacks management changing? Staying the same? How can we better meet our patron's needs, especially as our communities change around us? How can we ensure we are meeting the needs of all community members, especially those who are traditionally underserved? What have been our major success and victories in this new century? I have had the immense pleasure of working with Access Services colleagues from across the state to answer some of these questions.

Angela Weyrens of Multnomah County Library opens the issue with "A Love Letter to Access Services," describing our work as the engine that runs our organizations. An apt analogy, as hearts are the engines that run a human's circulatory system, another comparison that is often made of our work. She talks about the importance of reducing barriers, collaborating with coworkers, and the importance of embracing ambiguity and technology to turn challenges into opportunities.
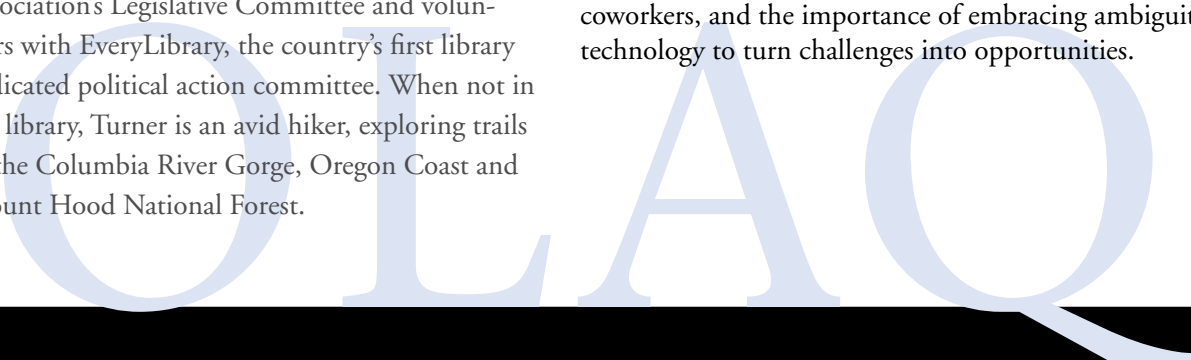
Linden How and Sara Bystrom describe Pacific Northwest College of Art library's move to a brand new space, doubling the square footage of their library. It is fascinating to read about how their students' use of the library changed with the move, as the additional space went to support more room for the collection, points of service and dedicated study space. As with most major changes, unforeseen challenges were met with creativity and ingenuity.

Stephanie Kerns describes similar circumstances at OHSU: the creation of new library spaces and resources in two different locations. A brand new collaborative learning space was installed in the new Collaborative Life Sciences Building along the Willamette waterfront, and the existing library on Marquam Hill was remodeled to include a combined service desk and expanded study space. Both of these developments presented library staff with unique challenges and opportunities, and Stephanie recounts how they responded.

The need of patrons accessing mobile technology seems to grow exponentially with each passing year. Molly Gunderson of Portland State University and Bronwyn Dorhofer of the University of Oregon Portland Library Learning Commons describe their organization's efforts in producing and maintaining an equipment check out program. They also provide a list of recommendations based on their experiences for other libraries who wish to provide similar services.

One of the most important aspects of Access Services work is ensuring that we provide equitable services to all community members. Despite our best efforts, we don't always meet this goal as Angelica Novoa De Cordeiro discovered in her investigation of the importance of creating services and providing resources for Spanish-speaking communities. Thankfully, she provides a collaborative plan to bring information access to this population up to 21st-Century standards. As a current Emporia State University student, Angelica is not afraid to ask difficult questions and highlights the value of a Master of Library Science degree.

Personally, I am so thankful for the contributions of all of the authors for this issue of the *Oregon Library Association Quarterly*. Working in Access Services is similar to fighting a multi-headed dragon: when you cut off one head, another one pops up to take its place. The fact these authors took time from their busy schedules to share their insights with us is a true gift. These articles highlight their dedication to their patrons, and add to the body of evidence that Oregon Libraries are essential community partners.

Nuncarrow's Engine, 1801
http://tinyurl.com/jjsz24p

(*Nuncarrow's Engine. 1801.*)
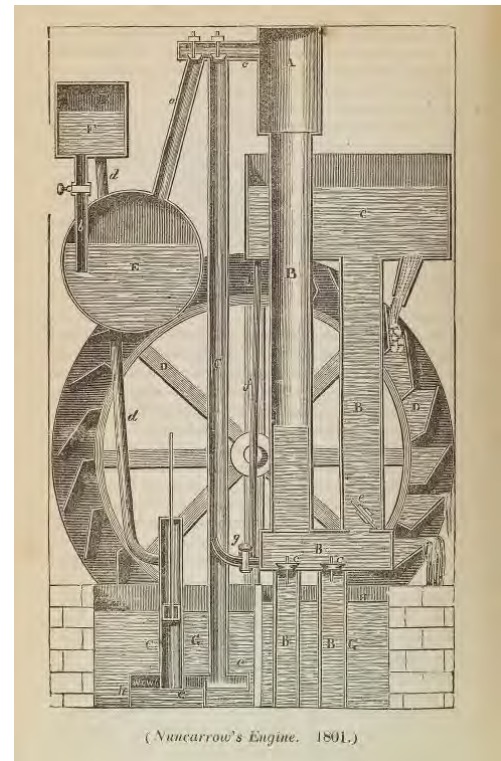
Rare Book Division, The New York Public Library. "Nuncarrow's engine, 1801" *The New York Public Library Digital Collections*. 1830.

A Love Letter to Access Services

by Angela Weyrens
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Central Library
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Angela Weyrens

Angela is the Access Services Administrator at Multnomah County Central Library. She manages a leadership team comprised of twelve leads and supervisors, who in turn oversee the work of 85 Clerks and Access Services Assistants. She has worked and volunteered in Oregon libraries for 17 years.

Access Services, I do love you, ever so. You are my best and most favorite work relationship (although since we're being honest, certainly not my first). I believe in you: your purpose, presence, and importance, your sheer scale and volume. You embody the basic, very important parts of the engine that keeps the library moving forward. Check in, check out, shelve, retrieve, make accessible that which is disordered, create a card, manage a troubled account, say hello to new members of the community, and wish them well when they leave. You do so many things expertly, efficiently, and with the grace acquired by long, repeated practice and embracing enduring standards.

You are the first friendly face our patrons see when they use our physical spaces. You are many things to the myriad folks who walk through our doors. You are a triage specialist, guide, and concierge. You are the welcoming committee for the neighborhood. You greet people no matter their state or purpose, and you do so in an inviting and friendly way. You welcome those who might be hesitant or nervous, unsure if they really belong with us (and you convince the vast majority that they do). You finalize visit details, provide a reassuring send off, and ensure that patrons will come back for more.

By being an advocate for the right to Intellectual Freedom for all users, you are a trusted confidant in a world where privacy is hard to come by. You have an insider's knowledge when it comes to the details of your patrons' lives — their fiscal situations, family additions and losses, living arrangements and neighborhoods, even travel plans. You know them deeply and personally. Even if they don't explicitly tell you, you know so much about the people in our communities. You know when they are expecting a child, when they have cancer, when they are looking into suing their neighbor over that dang barking dog that will just not shut up, or when they are looking for a support group for people who have been abducted by aliens. And you keep it all to yourself. This makes you one of the last of your kind. You give me chills, Access Services.

Where money is concerned, you are compassionate and kind. There are many rules and lots of details to know and understand when it comes to fines: how much, when are payments due, what happens

if I can't pay? What if I was a victim of theft or tragedy, or my dog ate my homework? You answer all these questions with boundless patience and empathy to get at the heart of what's really going on so you can offer options to those most in need. You can turn a patron's tears of frustration into tears of happiness because you handle these situations so quickly and gracefully. You care, and it shows.

In the last few years, you've also staked out quite the claim in the virtual realm. For example, in my library system, patrons can directly interact with you via phone, email, chat or text. Although patrons still make a day of it to come to the Central Library to discuss their accounts, so many are thrilled to find out they can save themselves the trip in the future. Congratulations! You and your expertise should be available in any format that works for patrons and reduces barriers to your services.

And let's talk about referrals: You have learned so much about warm handoffs. Patrons feel like they're collaborating with multiple people as opposed to being ping-ponged around. How many years has it been since you've uttered the unfortunate words "Well, I'm not in Reference, so I can't help you"? No patron has ever heard that sentence and understood it or cared. They just want help! And you make that happen for them. Well done.

It wouldn't be Access Services without a mention of materials. You move mountains of physical items every week. Quickly, efficiently, and over and over. High and low and hard to reach shelves. Dusty items that return to a quiet place in the basement to continue slowly to disintegrate as well as book trucks full of DVDs that get snatched from the cart before you can even park it in a public space. You see and handle it all. It is never-ending and somewhat maddening, and you do it every day. That look on a kid's face when they get their copy of the latest popular wizard book just after you've put it out is worth every armload.

So, my feelings for you are based on all your fabulous and quantifiable traits. But there are a few things I'm hoping we can talk about that have been bugging me. As much as I love and admire you just the way you are, I do stay up some nights worrying about the future.

Our Unknown Future

Any successful relationship relies on growth, and we need to adapt together. Adapting isn't always quick or easy, I know. Previously necessary, some of our enduring operational standards, like imposing and collecting fines, are ready to be reconsidered. For example, the American Library Association's policy statement, "Extending Our Reach: Reducing Homelessness Through Library Engagement" (http://bit.ly/290LLsI) calls for ". . . the removal of all barriers to library and information services, particularly fees and overdue charges." Collecting overdue fines is one of the most "library" things we do. At the risk of sounding existential, who are we if we don't do it anymore?

Patrons use my public library, and likely others in Oregon, online more than in person, and that's not new anymore. At my library, physical circulation has been declining for the last five years, while digital content is on the rise. And by "on the rise" I mean by several hundred percent. Movies, music, and audiobooks are available in streaming formats. More and more periodicals are online. As more of our collections become available digitally, many service and staffing models now focus on patron self-service. If patrons don't need the same help using the library as much as they once did, how does this change the way our patrons interact with you, Access Services? And how do we need to change to fit this new model?

A serious conversation has begun in public libraries, and you're a critical player, Access Services. Homelessness, the housing crisis, poverty, mental illness, and addiction are becoming more complex and prevalent. That means our priorities and services need to change, and many already have. Your perspective is critical to this discussion, and these tough topics cannot be ignored. Together, we need to confront them head on, right now. This likely means making some changes to the way we do business, so what will that look like and how will we get there?

Often, Access Services, your skills and knowledge around consumer technology and consumer-ready information via channels like Google are not put to maximum use, due to job classifications and old-school reference-versus-access dividing lines. All too often — even if an organization wants to include all library staff in providing tech-related services — there's no easy structure to showcase your knowledge. How will we remove this barrier to providing patrons with the best experience?

Learning As We Go

So, what do communities want from their public libraries, if they even want them at all? What does your future hold, Access Services? While I don't have all the answers, I know a few things.

Getting Comfortable with the Gray Areas

There's a lot of ambiguity and unknown stuff out there. We're not going to know where we're going, exactly, for a long time. Your job duties will change, absolutely, and I may not be able to tell you exactly what they'll be. It's likely your role in technology-related interactions will evolve, considering the proliferation of e-books and smartphones. And the Internet is becoming a basic human necessity. You'll play a crucial role in making sure people can access the Internet and learn new technology as it rapidly evolves.

The firm definitions between Reference and Access Services will continue to blur. We often try to shoehorn our patrons' questions into neat silos of "reference" and "directional" using our industry's standardized but somewhat outdated definitions. This no longer works. How do we best answer questions like "Can you look up this phone number for me?" And "Is there a picture of a dog on the front page of *The New York Times* today?" We need to develop, refine and leverage our technology skills related to mobile devices and consumer ready information via search engines like Google.

And we'll need to lead by example. In most libraries, you're not at the top of the hierarchy, but that doesn't mean you can't help carve out how we better serve our communities tomorrow. Sure, like anyone, you've got opinions and plenty of them. But there are so many voices in the conversations about the future of libraries right now (and that's great!), that what may be more noticeable is to diversify your approach: take measured and measurable action. That means staying calm when things move fast, learning new things that patrons want help with. It means being supportive of each other as library staff when we feel skeptical or even left behind. It means being willing to take risks and to admit and learn from mistakes. Whatever you do during the work day, do it with gusto. Infuse your interactions with your passion and spark for connection and the betterment of the neighborhood you serve. Be the good thing that happened to a patron or a colleague today.

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Staying Safe

We have to take responsibility for creating an environment where all patrons can feel comfortable in our physical spaces when they do choose to visit us. We are all in charge of ensuring the safety and security of our environments. We need to work better together to communicate with each other about what's happening in our buildings. Libraries are no longer the places where nothing bad ever happens. Being proactive will keep us safer.

Starting A Community Conversation

Outside influences in our communities will affect you too, Access Services. We've existed a long time sheltered from the weird world out there. That time is over. As our communities' needs change, so must we. And to best find out where and how we're needed, we need to engage our patrons and our non-users and create time and space for listening. Then we can begin to adapt to meet the needs of our communities.

Getting in Touch with Tech

We have to embrace technology and an online presence in Access Services. People want different things from us than they did even five or ten years ago. It's our job to meet them where they are, not the other way around. We need our services to be available online, and we need to be ready to talk about our mobile apps, websites and e-content.

Growing Together

With you by my side, Access Services, I know we can work together to create a sustainable future for our libraries. One in which we all learn to adapt to our quickly evolving communities while maintaining the pieces that already work really well. Yes, we want to retain our baseline reliability, expertise, friendliness, and commitment to service. We absolutely want to build on those fundamental basics. After all, these are the things that make us such a good team.

However, we need to be:

1. Open to trying new technologies and platforms to deliver our current and future services.

2. Flexible and responsive to our communities when they make it clear - whether spoken aloud or through their actions and use - that they need something new and different from us.

3. Comfortable with ambiguity and the inevitability of reinventing ourselves to remain needed and wanted, even when we may be averse to taking risks.

Navigating change is scary, but I'm committed to this relationship and I know you are too. It's going to take some sacrifices and even some tough changes to how we work, but we have a responsibility to not only remain relevant by trying new things, but to evolve the current services our communities depend on. So take my hand, Access Services, and let's take a leap of faith. As we listen to our communities and shed our outdated barriers and definitions, there's no challenge we can't solve — together.

Architecture and Access:
Navigating A New Space

by Linden How
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LINDEN HOW

Linden is a library assistant at the Pacific Northwest College of Art Albert Solheim Library in Portland, Oregon. She is currently pursuing her MLS through Emporia State University's School of Library and Information Management. She earned a Master of Fine Arts in Visual Studies from Pacific Northwest College of Art in 2013 and a BFA in Photography from The University of Montana in 2006.

SARA BYSTROM

Sara is the Library Access Services Manager at Pacific Northwest College of Art. She has an MLS from Emporia State University and a BA in English from Portland State University. She likes to work in her garden, go camping, and relax in the sun.

Introduction

Pacific Northwest College of Art (PNCA) is a small, private art and design college founded in 1909. PNCA is located in downtown Portland and hosts approximately 600 students in ten undergraduate programs and five graduate programs. In January 2015, the campus was moved from our old building — a converted warehouse — to the Arlene and Harold Schnitzer Center for Art and Design, a former federal building located on Portland's North Park Blocks in the heart of the city.

This move almost doubled the square footage of the library, affording us more space for our collection, three new study rooms, a reference desk, a built-in IT help desk, and more seating and workspace for our patrons. Like any new space, however, the Albert Solheim Library required many adjustments, both in our approach to access services and in the usage and layout of the space itself.

Old Library

Old Library

The Old Building

From 1998 to 2015, PNCA's main building, like many others in Portland's formerly industrial Pearl District, was a converted warehouse. The Charles Voorhies Fine Art Library, born in 2001, was approximately 5,500 square feet, situated under the eaves on the second level. It had a designated computer lab, low ceilings, stained carpet, no natural light, and was prone to stifling temperatures in Portland's warmer months. It was, by 2015, much too small for the needs of a growing student body and collection. Many days, during the lunch hour, every seat would be taken (as well as some additional students sitting on the floor)!

The Move

After months of preparation, the actual move happened very quickly, during the winter break between Fall 2014 and Spring 2015 semesters. Along with a stellar team of student workers, we packed and labeled everything. Movers loaded our books onto rolling shelves, which were then stored in another space in

Photo by Annie Oldenburg

Old Library

the building while our shelving was dismantled and moved to the new building, along with furniture, computers, and boxes full of supplies.

Ongoing construction delayed our actual presence in the new library space by several weeks, forcing us to work out of a slapdash circulation office on the sixth floor of the building. Initially, our collection was still in the old building, necessitating multiple trips per day to locate and pull materials requested by students and faculty, and bring them to the new building. Then, our collection gradually migrated from the old building to the new, stored on plastic-wrapped wooden carts in a first floor area while the floors were finished and shelves built in the actual library space. Once we got into the library space proper, our collection was still only accessible by staff wearing hard hats, which did not allow for patron browsing; only retrieval of specific materials. Despite these challenges, students continued to check out materials, and faculty arranged their reserves materials on our metal book carts, though usage was generally sparse.

The New Building

The Arlene and Harold Schnitzer Center for Art and Design is in the city's original post office, built in 1918. After an extensive capital campaign, renovation began in 2014 and thoroughly modernized the space, with smart classrooms, a "mediathèque" for lectures, performances, and events, light-filled studios, and state-of-the-art labs for printmaking and media arts, among other uses. The newly monikered Albert Solheim Library is 9,365 square feet, spread over the first floor and a mezzanine level. We now have a library space that accommodates our collection — which left our old space bursting at the seams — and provides our community with plenty of comfortable, well-equipped rooms to pursue their research, work, and leisure.

New Library

Photo by Mario Gallucci

Our new, drastically different space prompted several changes in student usage and behavior in the library. The old library was a bustling social place, which was too small for quiet study to also take place. Its few, small carrels stood underneath the lowest part of the roof: not the most conducive environment for staying alert and focusing on one's studies. In the new library, we have observed that usage has been less social and more academic: the library is now a place where students know they can spread out, work diligently on computers as well as fine art assignments, and find a quiet corner full of natural light to read or nap. This is possibly due to the fact that there are more spaces other than the library in this building for students to use socially, or could be related to the perception of the library in its new space as a true academic library. Furthermore, our open floor plan means that sound carries quite easily in the library; a fact of which the students seem to be aware, and consequently lower their volume out of respect for their peers. We are often surprised to walk through the quiet library and find it packed with students!

Social activities still take place in the library but are now limited primarily to our study rooms. For example, a video game club meets once a week to plug their console into a TV monitor in one of the study rooms and play games together. Because we see the library as both an academic and a social site, we hope to work with the student body to present more programming in the future that would further activate the space and collection, and promote the lively exchange of thoughts and ideas through readings and other events.

New Library

The Albert Solheim Library

Library staff were on the planning task force and met with architects and contractors over several months as plans were being drawn up for the retrofitting and construction of the school's various spaces. These plans went through multiple iterations as adjustments and compromises were made in order to balance the institution's needs with its budget. A mezzanine level was added between the first and second floors once it became clear that the first floor's soaring ceilings could accommodate the addition of another, much-needed floor. The library, originally slated to occupy the first and second floors in the northwest corner of the building, now occupies the first floor and mezzanine in the same space. We had to adjust our layout plan quickly due to the mezzanine's low ceilings, which could not safely accommodate shelving of regular height: a loss of hundreds of linear feet of shelving space.

With our expanded space came a need to properly staff it. In our former library, it was sufficient to have one staff or work-study person on duty during our quieter hours: early morning and late evening. We were able to stay open until midnight four days a week. Our larger space necessitates that two people be present during open hours, and as a result we have had to shorten our hours on weeknights. We hope to soon be able to hire another permanent staff member and return to our former schedule.

Because the new library is such a beautiful space, students have been inspired to create site-specific installation art. For us, this is an encouraging sign that students are feeling a greater sense of ownership in the library, and we love to see how students engage the space. We are in the process of writing new policies for exhibiting art in the library, which will encourage students to express themselves artistically without hindering others' access to the space.

The Future

Over the past three semesters, we have gradually settled into our space, made some adjustments — both physical and policy-based — and are carefully taking note of where we could make more. There were a few changes to the completed library space that obviously needed to be made as soon as possible. For example, when the shelving was fully installed on the mezzanine with the endcaps added, some sections fell out of compliance with ADA standards. We had to take some shelving out and shuffle it around to make the space accessible. When we moved into the space, there was a beautiful, built-in wooden desk that wrapped around the railing of the mezzanine, but only the center portion had outlets installed. The sides were undesirable places to work since there were no accessible outlets, so we had one side section removed in order to add more comfortable seating: a nook with a small couch and two chairs. Now almost every time we walk by, at least one student is relaxing in this area. This summer, we have been reconfiguring our zine and periodical shelving, to allow for greater visibility between the circulation desk and the rest of the first floor. By increasing the desk's visibility, we hope patrons will feel more comfortable approaching us there for help.

In response to the needs of our relatively new and growing graduate student body, who undertake research at a deeper level than the undergraduates, we have increased our maximum renewal threshold from three to five check-out periods. The extra time allows these students, whose studios are located in a different building, to engage more deeply with material they have checked out. We are requesting many more books through interlibrary loan, especially for the students in the MA in Critical Theory and Creative Research program. Our Low-Residency MFA in Visual Studies students are peppered all over the United States and require longer checkout periods for items that are mailed to them.

Our approach to — and vision of — access services has changed in both expected and unforeseen ways with the move into our new building, and will continue to evolve in response to changing student, faculty, and community needs. We have seen an increase in public visitation and continue to learn to balance our students' needs with those of our guests. An ongoing, longitudinal space usage study will allow us to rethink and reconfigure the space as needed, and our upcoming biennial student satisfaction survey should provide us with some valuable feedback we can act upon. After three semesters in the new building, it finally "feels like home," to the library staff as well as the student body. We anticipate that our community's needs — and our methods of meeting them — will continue to change as we settle in further.

Lastly, we'd like to extend an invitation to you to come and visit us! We would love to show you around and answer any questions you have. Please stop by, browse our shelves, and curl up with a book or two.

Library Services and Spaces:
Addressing the Needs of a Changing Campus

by Stephanie Kerns
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STEPHANIE KERNS
Stephanie is the Associate University Librarian for Information and Research Services at the Oregon Health and Science University. She earned her MLS, and a BA in English with a Certificate in Women's Studies, from Indiana University.

The OHSU Library has undergone many changes in the last two years to serve its users better. With the opening of the Collaborative Life Sciences Building (CLSB), a joint venture between OHSU, PSU and OSU, there was an opportunity to design a library space from the ground up. With changes in the MD curriculum and changes in library operations, there was a chance to redesign existing library space in the Biomedical Information Communication Center (BICC) to better fit the current and future needs of the OHSU community.

The Collaborative Life Sciences Building (CLSB)

In July 2014, the Collaborative Life Sciences Building opened as part of a joint venture between the Oregon Health & Science University (OHSU), Portland State University (PSU), and Oregon State University (OSU) on the South Waterfront Campus of OHSU. The idea was to combine education and research potential for these three universities in one venue. The OHSU Library created a space to address the needs of the graduate programs, including, but not limited to, medical, dental, physician assistant, and pharmacy. The Learning Resource Center (LRC), as it is known, is designed around student study needs in particular. There are fourteen small group study rooms, many with LCD screens with HDMI connections, which students can use for collaborative study. There is also a popular, larger group study room, seating eighteen people. Many students use it to view streaming lectures as a discussion group using the whiteboard; others use it to practice a presentation using the technology available in the room.
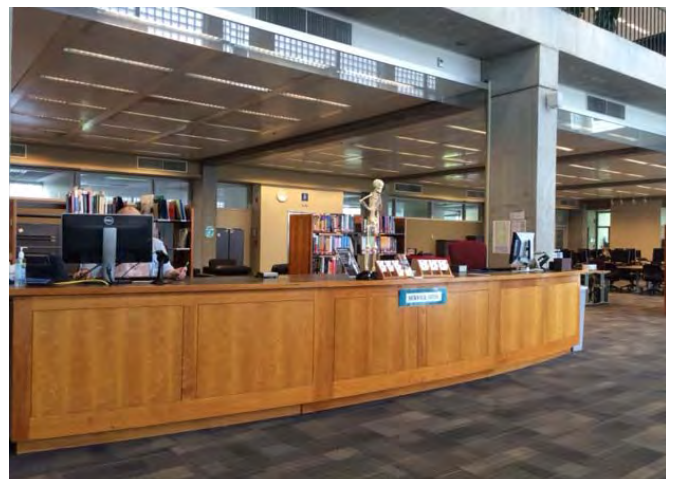
Library Service Desk in the BICC.

The LRC is a popular place for students to spend time. It is available with badge access 24 hours a day, seven days a week. It was purposely designed with comfortable lounge seating as well as study space with tables, so students have a choice of where to go. Also, around the lunch hour, it is a lively place with people looking for a place to eat, others looking for a place to catch up on reading, and still others looking to check out a reserve book, the only print material in the LRC. This multipurpose use of the space has caused conflict at times when some students are studying for high-stakes exams, and others are not. But library staff are there to diffuse the situation. As part of the creation of the space, consideration was given to both quiet areas and collaborative, "talking" zones. The designated collaboration area is in the front where 24 public computers are available for students to use for accessing internet and library resources and statistical software. They are in high demand at peak hours, trailing off when classes are in session. The quiet area is in the back of the LRC, where there are study tables, as well as a beautiful view of the OHSU Marquam Hill campus. Additionally, there is a Meditation Room, something that was requested by the student council while the LRC was being built, so students would have a quiet place to go to meditate or pray.

The library is responding to all of the changes happening on the South Waterfront by being proactive with staffing. After collecting usage data for the past year, the staff decided to address the increase in traffic to the LRC by increasing service hours at the desk from 12–6 pm, Monday–Friday, to 8–5 pm, Monday–Friday. Many of the university's curricular programs have moved to the South Waterfront, so the library has to increase its presence in the LRC as well. Assessments are ongoing and adjustments will be made to ensure the effectiveness of these changes.

Biomedical Information Communication Center (BICC)
The OHSU Library on the Marquam Hill campus has also undergone significant renovations to address the changing needs of the OHSU campus.

Phase One: The Library Service Desk
In 2013, the Library Service Desk was created to serve the needs of the library's users better. Instead of having to decide between a circulation desk and a reference desk when they have a question, library users would need only to go to one desk, and a library staff member would help them find the appropriate person to address their need. From the staff side, this is more efficient because it allows the library to staff one desk instead of two simultaneously. This was crucial for two reasons: the liaison program was being reformed and librarians needed to be away from the library more, and the LRC was opening in six months and the library would need to staff the LRC desk at that time.

The newly-formed liaison program, addressing the needs of the research, clinical and educational missions of the university, emphasized building relationships with liaison groups and being where the user needed the librarian, which was often in their space, not at the library. Liaison librarians began holding office hours at their liaison spaces and going to their liaison offices when needed. The new model called for an appointment-based system, where the librarian could spend time with the faculty member to answer their questions, rather than a drop-in model.

To create the Library Service Desk, the Associate University Librarian held monthly journal clubs with the entire department to discuss how other libraries combined service points, what worked and what didn't, and what the library could learn from them. Then

a series of training classes were created and taught by appropriate library staff, and all staff who covered hours on the service desk were required to take them. The series started with an interactive class, "How to Conduct a Reference Interview," and continued with a series of seven more specific database and resource-focused classes such as "PubMed," "Consumer Health," "Clinical Databases," and "Resource Sharing." Appropriate follow-up one-on-one training was given to all staff as they were scheduled on the now-combined Library Service Desk. For the staff who had previously staffed the circulation desk, this meant training on answering basic reference questions by liaison librarians and when to hand them off appropriately. For staff who had previously staffed the reference desk, this meant training on using the ILS and other circulation procedures.

To address the physical needs of the space, a task force was created to create a proposal for combining the service desk, removing the reference stacks, (which took up a rather large part of the space on the third floor of the BICC), and moving the staff areas which were behind the previous circulation desk. They gathered input from everyone who would be affected by the move and made the proposal to both the Associate University Librarian and the University Librarian. It was approved, but ultimately got held up because of university facilities issues. The library decided to move forward with a scaled-back version of the plan, and ultimately that has been a better decision. The Library Service Desk is currently where the circulation desk had previously been; a large group of staff cubicles was removed and others shifted, providing a substantial space for library users. Reserve materials were moved to shelves visible to the users, and now they are used more than ever. Before the move, they were hidden, and many students did not know they existed. With the Library Service Desk, library staff provide more efficient service and a single service point, with effectively trained staff who understand what our users need.

Learning Resource Center chairs.

Phase Two: Collaborative Study

To address the changing needs of the curriculum, library staff wanted to update the study spaces in the BICC. Prior to 2015, the third floor of the BICC held public computers in a maze of individual study carrels. In 2014, the School of Medicine launched its new curriculum, "Your MD," which was more collaborative. The Interprofessional Education Initiative is a huge part of the campus culture, where all the professions learn together in a team-based environment. Simply put, individual study, while it still has its place, is not the cornerstone of the twenty-first century educational system. The fourth floor of the BICC, where the library has its 24-hour study space, had many open study spaces, but the computers were also held in the same individual study carrels. The decision was made to remove the carrels on the third and fourth floors and replace them with

open tables. Another reason this was time critical was for safety; the electrical wiring for the computers ran through the metal cubicles, and this was causing some of them to short out.

Library staff identified early on that the computing spaces in the LRC were working well. The students liked the open tables and were using them to work together. Also, the furniture that was used in those spaces was holding up quite well. When considering what to replace the older cubicles with, staff decided to use the same furniture since it was a tested resource. After working with OHSU facilities staff and vendors, the decision was made to order tables of a different size but of the same model. Different chairs were ordered as well because library staff designed a user test of three chair models, and students overwhelmingly preferred a cushioned chair to a plastic one.

In order to cause as little disruption as possible, the work was done over the holiday break of 2015 when no classes were in session. Because networking and electrical wiring actually ran through the cubicles themselves, the work that needed to be done to reinstall this wiring into the floor took almost the two full weeks. Library staff provided several weeks' notice to students about the upcoming work, instructing them to study in the LRC if they needed to do so. There was very little pushback to the space being offline for two weeks, and once the work was completed, feedback has been positive. Few people miss the cubicles, and most people comment on how open the space feels now. There is still individual study space on the second floor of the library for those who want it, and appropriately to the design of the BICC, that is the quiet area.

Adapting space and services to the needs of the users is crucial to keep the library a valuable partner in the campus community. The OHSU Library worked with its campus community to learn about its needs and implemented changes to ensure the library would be an integral part of the community for years to come.
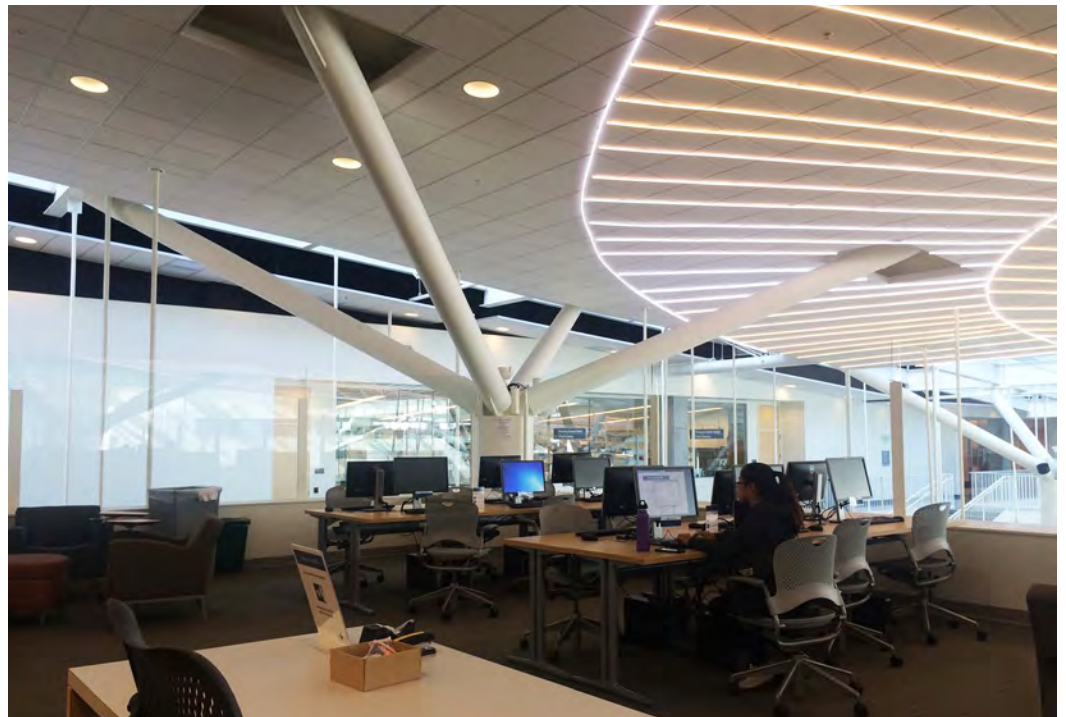
Learning Resource Center computers.

Building an Equipment Checkout System from Scratch

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A UO Portland Multimedia Journalism (MMJ) student returns equipment to the Allied Arts and Architecture Portland Output Room service window.

Introduction

This article will examine the practical methods the Portland State University (PSU) Library and University of Oregon Portland Library and Learning Commons implemented when developing equipment checkout systems to serve their patrons. Due to the inherent complexity of technology items and their unique lending rules, creating sound circulation policies which benefited patrons and worked well with the limitations of our integrated library systems (ILS) was of primary concern. In this document, we will describe our basic equipment lending workflows as well as highlight the basic factors to consider if launching a similar project.

The PSU Library's focus will relate to lending a variety of technology equipment (laptops, iPads) available to a large student population, while UO Portland's will relate to lending specialized kits with many components to specific patron groups.

A UO Portland student checks out an item to a patron.

Molly: The PSU Library began our equipment lending program five years ago with a small number of laptops. We began lending laptops as a pilot program in the summer of 2011, starting with 20 laptops and allowing them to circulate for two hours at a time. By the end of September, we had feedback from students that the two-hour checkout was not long enough and extended the loan period to three hours. We have added 30 more laptops since the pilot program began. In addition to laptops, we began adding other equipment items to our enhance our lending program and now circulate a number of different items: headphones, phone chargers, adapters, pocket projectors, Bluetooth keyboards, iPads, and scientific calculators. All of these items check out for three hours at a time, and only students can check them out. Audio/Visual (A/V) Services are handled separately by the Office of Information Technologies. We chose items that made sense to check out as a library and were common requests from students.

The amount of space needed for all the equipment was something we did not anticipate at first. To house all the equipment in the same area, we used a long wall behind the Circulation Desk that joins two sections of the department together. We now have three laptop storage carts along this wall. The storage carts are powered in order to recharge the laptops when they are not checked out. We have a smaller storage bin for our iPads. We had to add two additional power outlets to the wall in order to house all of the equipment. Smaller items such as pocket projectors, keyboards, and charging kits are kept in cubbies next to the storage carts. We found the best way to keep accessories like phone chargers and power cords organized was to place them in small mesh bags.

Bronwyn: At the University of Oregon Portland Library and Learning Commons and the supporting Allied Arts and Architecture (A&AA) Output Room (Portland, OR), we collaborated with School of Journalism Center (SOJC) faculty to develop an equipment lending program for graduate students enrolled in the newly-launched Multimedia Journalism (MMJ) program. MMJ students create original film and audio recordings using professional

Equipment storage in Access Services at PSU.

equipment widely used in the journalism trade such as multimedia camera kits, digital recording equipment and tripods. The Library's supporting Output Room circulates this equipment to all qualifying MMJ students and acts as steward of the collection by housing, inventorying and circulating the kits to the Library's patrons. While the Library does not directly own this collection, we are accountable for maintaining and safely securing the items.

Equipment used to support the Multimedia Journalism (MMJ) program is housed in the UO Portland's Output Room.

The popularity of the MMJ program coupled with the SOJC department's acquisition of new kits to meet patron demand has had an impact on Library staff. The complexity of the equipment kits and the limitations of the integrated library system (ILS) used at the time initially prevented the Library from offering the best levels of service possible when the lending program was launched in 2012.

Additionally, the unique loan rules of these Multimedia kits (72-hour checkout) coupled with their numerous parts created confusion at the circulation desk if a missing or damaged component was discovered. These complications combined with Library staff's lack of general knowledge about how the kits were used during assignments and lectures prevented us from assisting MMJ patrons in the most beneficial manner possible.

In June of 2014, we launched a new ILS (Ex Libris) which enabled us to analyze our current lending policies for this collection and rework it from scratch. After interviewing MMJ faculty and students about their user needs, we were able to work within the limitations of our new ILS to streamline the circulation process to benefit patrons and Library staff.

Challenges

Molly: The PSU Library is a busy place and our equipment circulates heavily. The biggest challenge we have is remembering to inspect the equipment when it comes back. Often while we are checking in the laptops, we have a line of people waiting. We quickly inspect the equipment for missing or damaged parts. We check the laptops to see that the student has logged off so that the next person can log in easily. Fortunately, we have had minimal damage to our laptops, despite the heavy circulation. The Library Technologies department is responsible for maintaining the equipment. The technology student employees clean and reimage the laptops weekly.

Circulation employees provide basic troubleshooting help if a student is having problems with the equipment. Because our student employees use the laptops and computer equipment themselves, they can help with basic issues. If a laptop is having trouble logging on, we will often simply switch one laptop for another and diagnose the problem once the student is on their way with a functioning laptop. During peak hours of the day, the Reference Desk is staffed with a student employee from Library Technologies who can answer questions and help with computer and laptop issues.

We also debated about having waivers at the desk for the laptops and decided that for our library it would not work. Having patrons sign waivers was too disruptive to the workflow at the desk, and we did not want to keep track of thousands of papers with patron information attached. Instead, we placed our waiver at the point where students log in. By logging in, the students agree to the following terms: laptops are not to leave the building, students are responsible for the laptops at all times, files need to be saved, and overdue charges are $20 per hour.

Billing is another challenge with heavily circulating equipment. We charge $20 for each hour the laptop or iPad is overdue with a maximum fine of $200. Overdue charges can rack up quickly. The replacement costs of $1,500 and $600 respectively are to deter theft of the equipment. We do have a petition process if students feel they were charged unfairly or if extenuating circumstances arise. We have not had to replace lost or stolen laptops, but iPads have proven to be more desirable.
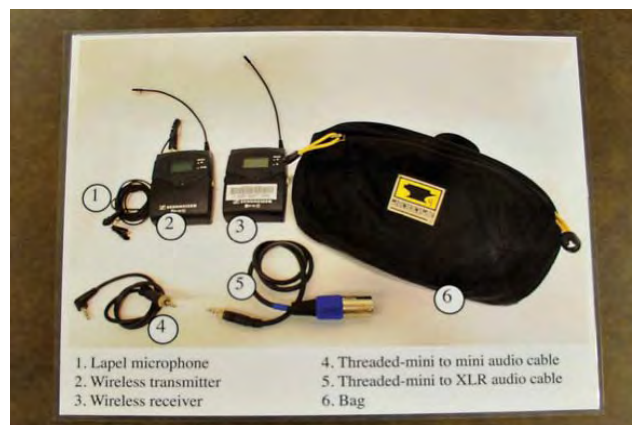
An example of the old tagging system used by the UO Portland Output Room. Item parts and descriptions were minimal, which often confused patrons and staff when multiple kits were in use or a replacement part needed to be ordered.

1. Lapel microphone
2. Wireless transmitter
3. Wireless receiver
4. Threaded-mini to mini audio cable
5. Threaded-mini to XLR audio cable
6. Bag

Bronwyn: The Output Room is a busy service point which not only circulates equipment but also supports the large-format printing and scanning needs of UO Portland patrons. Output Room students are trained on all of the duties relating to supporting the printing needs of patrons, as well as lending the various MMJ equipment kits.

The limitations of our previous ILS made it difficult to create detailed item records which would allow Library student assistants to quickly verify if parts were missing or damaged based on how item inventory was configured within the system. Kits were often circulated without staff realizing that parts were missing or damaged, which created problems for MMJ students conducting off-site projects. Added complications arose when it came time to bill patrons for missing pieces, and all we had were the most basic of spreadsheets to log parts and accessories for re-ordering and follow-up. Comparing the inventory from the item record to the tagging system wasn't very streamlined, and our old tagging system wasn't always clear about the various components. Training students was often difficult because of all of the parts to track, which varied widely from kit-to-kit.

A typical UO Portland tech kit is very complicated and has many components which can be difficult to track or recognize as missing or damaged.

iPads

Molly: We did not have as much success with the iPads lending program as we did with the laptops. During our initial launch, the half of iPads were allowed to leave the library for a one week loan. The other half were three hour loans. The one week loan period iPads were far more popular, but we had a difficult time getting them back in a timely manner. We made the decision to keep them all at the three hour loan period and made them library use only. After that decision was made, the iPads did not circulate much at all. We knew that students preferred the laptops because they are much more conducive to writing papers and working on projects. The only time we saw heavy circulation of iPads was when the laptops were all checked out.

Even with the addition of two keyboards for the iPads, the circulation numbers continued to be low. Though we have not done a formal survey of what students are using the iPads for, anecdotal evidence tells us that students use iPads for browsing the internet and checking in on social media platforms, and not using them for coursework. We are considering using the iPads differently in the future. The most likely scenario is that we will loan the iPads in batches to support a class or group project. We have done this a few times, and it seems like the best academic use of the iPads.

Accessible Laptops

Molly: In the summer of 2014, we added an additional five laptops for students with accessibility issues, by partnering with the Disability Resource Center (DRC). Having these laptops available aligns with the mission of the DRC to remove student barriers to access in all aspects of their learning experience, and the library is pleased to be able to help support this service. The five computers are equipped with Job Access With Speech (JAWS), Dragon Naturally Speaking (speech-to-text) and Kurzweil 3000 (speech-to-text and literacy tools). Because the software requires a bit more training and support, we allow students to leave the library with the laptops in case they need to go to the DRC for assistance. The accessibility laptops do not circulate heavily but have a few dedicated users.

MMJ tags are color-coded and clearly labeled for ease of training. Photos are large to highlight the numerous components of a kit.

Partnerships

Molly: Our equipment lending program could not exist without the help of our Library Technologies team and the staff of the Disability Resource Center. Building partnerships both internally in the library and with external departments on campus are vital to the success of an equipment lending program. Portland State University manages audio/visual equipment separately through the Office of Information Technologies. However, we do allow A/Vs services to use our ILS for ease of checking out equipment. The math department gave us 25 scientific calculators in 2013 for students to check out and they continue to donate 5–10 more each year as calculators need replacing.

Bronwyn: After interviewing affiliated MMJ faculty and students, we established the key areas in need of improvement when circulating journalism equipment. Wish list items included: a better internal tracking mechanism for lost or damaged parts, clearer labeling, improved Library staff training and flexible lending policies customized for this unique collection.

Journalism faculty and students familiar with our kits were instrumental to these changes, as were the students employed by the Output Room, who worked directly with the MMJ students and were familiar with their common questions and concerns. After considering these requests, I then created a specific item location in Alma to house this particular collection and created unique loan rules which met the requirements of the department.

We hired a talented student worker, Hana Hiratsuka, to design our new labels which are eye-catching and easy to read. With the assistance of our Journalism department and Digital Media Production Specialist Chris Cosler and Hana, we overhauled our inventory documentation as well as our item labels, making them color-coded and instantly recognizable to student workers and MMJ students.

Marketing

Molly: At PSU, we marketed our laptop lending program by putting information and graphics on our digital signage located at various points on the first floor of library. We also placed flyers at the Circulation Desk. In addition, we posted a news item on our web page and posted about the lending program on social media. Though our laptop lending program has grown exponentially over the years, we still remind students about the equipment they can check out. We talk about it at orientation sessions each fall. The library has a large whiteboard at the front entrance where we write messages to the students throughout the term. We often use the whiteboard to remind students that they can check out laptops and phone chargers at the Circulation Desk.

The UO Portland's improved tech equipment labels make it easy to account for components and to identify missing pieces.

Bronwyn: The UO Portland markets the specialized MMJ tech equipment kits during student and faculty orientations throughout the academic year. We also promote the kits via our monthly MailChimp newsletter which UO Portland librarians write and send to all UO Portland Journalism students via listserv. Journalism faculty also internally promote this collection to their students throughout the academic year, and update and maintain the collection as needed. This collection is suppressed from public view through our OPAC and is not bookable.

Recommendations:

Molly: To begin an equipment lending program, we recommend that you first consider if you have the infrastructure to support such an endeavor.

> Do you have enough space for laptops and peripheral devices?
> Is there technology support in the department or in the library?
> Is there a plan for maintaining the equipment regularly?
> Will your library be able to replace broken or damaged equipment quickly?
> What is the plan for future purchases as equipment becomes outdated?

In addition, think about how you will roll out the equipment lending program. It is best to start out with a small fleet of laptops and a few other items, that way you can easily judge how the equipment is used and the popularity of the items. By calling it a "pilot program," the library has the flexibility to make policy changes. It is important to listen to patron feedback. The students are the ones actually using the equipment and making their recommended changes (within reason) will ensure that the equipment is checked out.

Example lending policy (PSU):
- Ensure each laptop is inspected PRIOR TO CHECK-IN for the following:
  - Laptop is signed off from user account to Ctrl+Alt+Del screen.
  - Laptop has no potential damage or warning lights.
  - Laptop is powered on.
  - Wireless switch is turned to the ON position.
- After check-in, each laptop is placed in the cart and plugged into power.
- Report each problem laptop with a Technology Repair slip and place in cart with slip visible.
  - Power off and remove the battery if necessary, especially with liquid damage.
- Send all laptop user support issues to the 2nd-floor support desk when the desk is open.
  - Send early morning and after hours application support to the 1st-floor lab.
  - For hardware issues, provide a different laptop and use the Technology Repair slip process. Collect user info for follow-up if necessary.
- At closing, continue to ensure all laptops are secured inside the locked carts.

Bronwyn: After overhauling our MMJ equipment lending program in 2014, we came up with a Best Practices document to share with other libraries considering a similar program.

Suggested Best Practices for Launching an Equipment Lending Program at an Academic Institution

Here are a few tips on how the UO Portland and PSU Libraries established an effective equipment lending program which satisfies the needs of patrons, affiliated departments and Library staff.

Talk to Faculty and Students

An informal discussion with students and faculty about how they used the equipment collections inspired us to re-analyze our current loan rules and to adjust lending times and renewal options.

Good questions to ask: What do students want? What about faculty and staff? Is the demand for the equipment greater than what the Library has been able to offer in the past? How can the Library better serve the needs of students and faculty with existing loan rules? What would you like to see from the Library?

Discuss Item Policies

Do your current loan rules realistically align with the demands of the program you are aiming to support? What is working well and what isn't? How will you bill or replace equipment components that are lost or in need of repair? Who will pay for replacement parts?

Make Your ILS Work for You

Be aware of the limitations of your ILS and suggest ways you can work around them in order to satisfy the requirements of the program you are supporting. Be creative! It is often possible to adhere to established rules of lending while serving unique programming goals.

Clearly Label Equipment Kits

Clearly labeling equipment kits with attractive color-coded tags make training, storing and organization much more effective. Don't have much in the way of design skills? Outsource. Ask a talented student or staff member to help you create a label that is visually interesting and easy to read.

Conduct Regular Equipment Inventories

Regular item inventories help you to stay organized and to readily identify components in need of replacement or billing. Work with involved departments to establish an amortization schedule, so obsolete equipment is replaced every few years so students have access to equipment relevant to their needs.

Offer Consistent Training to Your Student Staff and Colleagues

Placing an emphasis on training Library student assistants and staff on the various kit components and how they are used in academic programs will help to reduce errors and minimize confusion at the circulation desk. Be sure to share this information with the department you are supporting, so you are all on the same page regarding various poli-

cies such as equipment replacement. This training combined with up-to-date inventory documentation and clear labeling will make your job much easier.

Place an Emphasis on Accountability
Consider implementing an electronic or paper release form for patrons to sign which establishes policy agreements in the case of damage, theft or loss of expensive items. We've found that these forms help to reinforce library policies and put the patrons at ease when a checkout occurs. Be sure to collaborate with your affiliated department so you can agree on terms in case something needs to be replaced or purchased.

Conclusion

We've learned a lot from this process in the last few years, and hope our experience can help others who are planning a similar equipment checkout system. Please feel free to email us if you have any questions, or would like more information.

Portland State University photographs courtesy of Molly Gunderson.

UO Portland photographs courtesy of Chris Cosler, Digital Media Production Specialist, University of Oregon Portland Library & Learning Commons; ccosler@uoregon.edu.

Access to Public Library Services for Spanish-Speakers

by Angelica Novoa De Cordeiro

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Discovering the American library system has enriched me greatly since I came to the United States. The libraries' doors are open for people from all walks of life, speaking different languages, having different cultural and educational backgrounds, as well as different political interests and economic levels. This diverse population has produced challenges for libraries as they strive to meet their goal to provide access for everyone. Though libraries have existed for centuries, I have learned and experienced how they have reinvented their services and opened their doors to all; however, providing twenty-first century quality access has not always been the case. Aiming to understand and perform best practices on access for Spanish-speakers, I observed my local library system, analyzed the meaning of access, researched the work done by other professionals in the field, and I reaffirm that twenty-first century best practices include a collaborative effort to provide access to library services for Spanish-speakers.

In the library system where I work, I conducted an exploratory case study. Choosing a systematic approach for the analysis allowed comparison of my results with those of other professionals. I learned about the services and approaches implemented to provide access to Spanish-speakers nationally, statewide, and in a library system. Library directors that participated in the study agreed that libraries need to provide access to all members of the community. They believed they should provide books and programs that help members of the community expand their knowledge and explore the world, have the opportunity to learn and advance themselves, stay informed, enrich their education, and experience fun and entertainment. Furthermore, they acknowledged that libraries are a community meeting place or "gathering place," as one participant stated. All great, I thought, but what about access for Spanish-speakers?

Access

The definition of access in the online *Merriam-Webster Dictionary* is: "a way of being able to use or get something"; "a fit of intense feeling" (Access,

n.d.). This definition uses two concepts: being able and being fit. In my case study, I found that participants are trying to provide services, but not all are enabling Spanish-speaking patrons to use and participate in these services for one simple reason: staff may not be aware of programs and services that fit the needs of the patrons.

Resources

There are many resources that can guide librarians and library staff to provide Spanish-speaking patrons with access. The Core Values of the American Library Association (ALA) as well as its Policy Manual state that services should be equally offered for all, and should reflect the diversity of their population (American Library Association, 2006). The Reference and User Services Association (RUSA) and the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking (REFORMA) established guidelines for library services to the Spanish-speaking population. These are especially beneficial for libraries that are beginning to see the need to start offering services to this population in their community (America Library Association, 2007a, 2007b). Their focus is on:

- Collection and selection of materials: the relevance of the materials for the population, language, bibliographic access, formats, selection, and relevancy, as well as promoting, supporting, and evaluating the Spanish language collection.

- Programs, Services, and Community Relations: the diversity of the culture, programming, outreach services, intercultural understanding, bibliographic instruction, and electronic resources.

- Personnel: the staff recruitment, compensation, and development.

- Facilities: the building as a whole from the outside to the inside, signage, collection placement, and physical access. (ALA, 2007a; RUSA 2007b)

Furthermore, ALA addresses the needs of other languages besides English through its wiki (ALA, n.d.). In the same manner, the Oregon Library Association (OLA) through the Public Library Division marks the standards that help in planning for those services (Standards for Oregon Public Libraries, 2015). Their goal addresses the concerns of my focus group.

Other literature concerning providing services and access to Spanish-speakers reinforces the values and guidelines of ALA, RUSA, and REFORMA. The strategies proposed are:

Knowing and Understanding the Community
To understand Spanish-speakers, it is necessary to know them. There are various approaches to getting to know the diversity of the population such as looking at local, state, and national census demographics, and Pew Research Center Reports, as well as looking at the population's history and future social development. Knowing the laws and regulations affecting the population is crucial. Asking the school districts for their demographics and information about the population's interests and needs is also a good way to find the information. Other resources are: turning to counterpart organizations to see what services they are providing, carrying out surveys, performing focus groups, and hiring consultants to study the populations. A must in best practices is keeping

channels open for casual and respectful communication with Spanish-speakers. Another is remaining aware of the barriers they face. Baumann (2011) expresses the importance of not making assumptions regarding knowing and understanding the Spanish-speaking population. The significance of population for each library varies but not the interest in knowing the needs and sources to create equitable libraries services.

Advocacy
Knowing the population and community is imperative when speaking for them with authorities, library boards, Friends of the Library, library staff, local nonprofit organizations, and the rest of the library community. For example, determining whether culture and traditions, educational needs and levels, or basic survival needs and health issues are their major concerns, can support the points to advocate for them. Theorists like Baumann and Byrd suggest that when implementing comprehensive services to the target population, funding should come from library budgets and other sources such as government grants, Friends of the Library, the library foundation, and benefactors (Baumann, 2011; Byrd, 2005).

Simultaneously, advocacy for the library has to happen within the Spanish-speaking community. For example, letting the population know how the library can serve them and communicating a welcoming message will enhance the community's view of the library as a valuable institution. Hence, address the population on the library's mission, vision, and plan. Who, why, and how are key questions that will help incorporate Spanish-speakers into the guidelines, goals, and aspirations of your institution. Conjointly, library staff are major advocates for the library and for library patrons; hence the importance of customer service, personable skills, awareness of cultural characteristics and their relevance when providing services. Making an effort to learn the language or even using minimal skills in the language provides great results; likewise, understanding the importance of equality in services.

Services and Programs
When planning programs, it is important to consider the different characteristics within the Spanish-speaking population. Knowing and understanding them will facilitate setting priorities to empower library services and goals. Many Spanish-speakers are bilingual or have minimal skills in understanding English. Offering Spanish language throughout the library including signage, bulletin boards, information access points, the library catalog, materials, staff, websites, publicity, and self-service machines would serve a double function: providing both access and a welcoming environment. The location of Spanish-language materials and physical displays and the placement of them among their counterpart English-language items are important considerations to take into account in order to produce a welcoming atmosphere. As Byrd suggests, the creation of comfortable, easy to navigate space states clearly and loudly, "The library belongs to everyone" (2005, p. 46).

Outreach and Publicity
Libraries should transmit the messages that the target population is welcome, and specific services and resources are available to them. Conduct outreach activities at schools at parent conferences, open houses, and social, cultural and sports events; Engage in

outreach efforts through religious groups and socio-cultural community events. Use networking, word of mouth, partnerships, flyers, displays, social media, traditional media, and promotional gifts. Most important is ensuring that all outreach and publicity reflects the language, culture, and values of the Spanish-speaking population.

Establishing Partnerships
Partnerships can be with other organizations like immersion schools, or include those organizations outside of the community that provide relevant services. Moreover, partnerships can be established with a strategic person or a leader within the community. The types of partnerships can be varied; nonetheless, all of them need to be sustained and reciprocally fed.

Evaluation for Success and Maintenance of Services
The success and resources for services offered to the Spanish-speaking population should be evaluated. Among the resources to be considered are materials, equipment, staff, physical space, and budget. Evaluating the results of services involves looking at circulation, library visits, program attendance, enjoyment or satisfaction of attendees, questions asked and answered satisfactorily, and even the in-house use of the collection. The correlation of resources, commitment, persistence, and results leads to the success of services for Spanish-speakers. Create and sustain the trustworthiness of the services. This credibility affects how the library is perceived, not only by patrons but by other organizations. Consequently, the assessment of resources both within the library and outside of it will provide a clear view of what the current resources are and what needs to be done to fulfill the mission, vision, and goals of the library.

Awards
The Association for Library Services for Children (ALSC), a division of ALA, is a national organization that is involved in services for Spanish-speakers with an emphasis on youth. ALSC works in partnership with National REFORMA in presenting the Pura Belpré Award. This award recognizes exceptional literature for youth that features Latino culture. Naidoo (2012) emphasizes the importance of this award, especially the Latino heritage literature for teens and tweens. Furthermore, he expresses the importance of this literature reaching even those who are not Latino by raising their awareness about diversity in American society. Thus, it is pertinent to serve and provide programs in Spanish for those who speak Spanish as a second language and to the library community as a whole.

Literature addressing the services for Latino teens and tweens indicates the importance of those services in the lives of that population. Naidoo and Vargas (2011) present an argument that many teens and tweens not only feel that they do not fit in with the broader society, but also they do not identify with their family and cultural heritage. They present a vast array of examples of libraries around the nation that are reaching out and creating successful programming for this segment of the population.

Addressing Accessibility

In the libraries of my case study, the presence and growth of the Spanish-speaking population are creating different demands throughout the library system. Some of the libraries have

been battling to maintain even the basic services outlined by the ALA guidelines, so they have generally not had many opportunities to extend the access and equity of their services to the Spanish-speaking population. Despite the fact that libraries have been purchasing materials in Spanish, have made an effort to implement programs such as Spanish-language Storytime and Intercambio (a language exchange program see: www.intercambio.org), and a few others have even been proactive by having a Spanish-speaking staff member in the library, the situation has not been favorable for all.

Oregon's libraries, with more secure and substantial budgetary resources, are approaching access to library services at a fundamental level. They have hired consultants who have provided studies to help them understand the needs of the Spanish-speaking community and develop ways to meet those needs. An example is Multnomah County Library, which hired Cuesta Multicultural Consulting. In its study, *Reaching Spanish-language Speakers Outside of the Library* (2012), Cuesta brings to the twenty-first century outreach and access for Spanish-speakers, basing their study on the use of technology by the target population. Although the study was requested by Multnomah County Library, the participants were members of various counties in the state which increases the value of the study by making it relevant for other libraries.

Though a well-funded library system is a great resource, there are other means to provide awareness, support, and expertise for librarians serving Spanish-speakers. In Oregon, librarians providing services statewide gathered their concerns and formed the REFORMA Oregon chapter. Since the chapter was formed in fall 2014, it has served as a source of information for any library in Oregon. It has raised its voice and become part of the Oregon Library Association as a round table in the fall of 2015. It also has formed a partnership with the Children's Services Division (CSD), hosting a Pura Belpré Mock award. REFORMA Oregon is committed to granting support for librarians who are striving to provide access to the services in their communities.

An important point for the future of libraries and future librarians is the fact that the Association for Library and Information Science Education (ALISE) is addressing the needs of LIS students who will go into the field and encounter the Spanish-speaking population in their library's community. In her study, "The Effect of Service Learning on LIS Students' Understanding of Diversity Issues Related to Equity of Access," P. M. Overall explores the technique of service-learning as a way of teaching students in LIS programs key concepts such as equity of access and other diversity concerns. Besides its value to ALISE and LIS education, this study has value for the profession by providing a method to develop future professionals serving Spanish-speakers.

Accessibility Outcomes

How best to provide services to Spanish-speakers is a subject that many libraries are interested in understanding. Implementing best practices in access for Spanish-speakers would have a positive impact on the target population and create far-reaching positive outcomes in their lives. For instance, libraries can create and support system-wide or county-wide library committees that focus on services for the Spanish-speaking population. The formation of these committees would result in greater awareness of Spanish-speaking library users and their need for access to library services that are designed to enable them, which in turn would lead to more library outreach to their community. Thus, the Spanish-speaking population would take advantage of the materials and programs that are offered. A well-designed action plan would

be particularly powerful if it includes system or county-wide library committees that engage other institutions and organizations with the goal of improving access for their respective populations. With committees in place to look after the needs and access for Spanish-speakers, access to public libraries would achieve a level appropriate to the twenty-first century. 🦗

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Vol./No.	Theme	Deadline	Pub. Date	Guest Editor
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