U.S. GOVERNMENT PRINTING OFFICE

+ + + + +

FEDERAL DEPOSITORY LIBRARY CONFERENCE & FALL
DEPOSITORY LIBRARY COUNCIL MEETING

+ + + + +

THURSDAY
OCTOBER 20, 2011

+ + + + +

The Conference met in Salons A and B of the Crystal Ballroom of the DoubleTree by Hilton Hotel Washington DC-Crystal City, 300 Army Navy Drive, Arlington, Virginia, at 8:30 a.m., Mary Alice Baish, Superintendent of Documents, U.S. Government Printing Office, presiding.

PRESENT:
MARY ALICE BAISH, Superintendent of Documents,
      U.S. Government Printing Office
MARK AMES, U.S. Government Printing Office
KATHY B. BAYER, U.S. Government Printing
      Office
STEPHANIE BRAUNSTEIN, Louisiana State
      University
KRISTINA BOBE, U.S. Government Printing Office
ASHLEY DAHLEN, U.S. Government Printing Office
BLANE K. DESSY, Library of Congress
CHERIE GIVENS, U.S. Government Printing Office
JAMES JACOBS, Stanford University
DANIEL P. O'MAHONY, Brown University
ARLENE WEIBLE, Oregon State Library

C-O-N-T-E-N-T-S

1   P-R-O-C-E-E-D-I-N-G-S

2   8:36 a.m.

3   MS. BAISH: Okay. I think we'll get

4   started. Those back in the back of the room

5   picking up your handouts can multitask, and

6   I'm sure everybody can hear me.

7   Good morning, and thank you all for

8   attending the Fall Depository Library Council

9   and Federal Depository Library Conference.

10   Especially for staying this extra day to join

11   us for an honest and open discussion on

12   creating our shared vision, roles and

13   responsibilities for the Federal Depository

14   Library Program.

15   Recognizing that not all of you

16   were able to attend the Council's Monday

17   afternoon session on Regionals/Selectives, I

18   want to begin the day by restating what I said

19   during that excellent session.

20   When Public Printer Bill Boarman

21   offered me the position of Superintendent of

22   Documents, I was not only extremely honored,

23   but I was also excited by the opportunity and

the challenge of bringing this wonderful
community together to determine what the FDLP
of the 21st Century needs to be in order to
serve the information needs of the American
public.

While each of us is committed to
the mission of the FDLP to provide for no-fee
public access to federal government
information now and for future generations and
also to the values of the program, we are at a
tipping point.

If this program which is the very
foundation of our democracy is to grow and
flourish and become more robust, it must
change to embrace the digital world, while
continuing to value the historic tangible
collections in many of our libraries. It is
not our goal today to dwell on the past, but
to look to the future.

That said, I attended my very first
Depository Library Council meeting twenty
years ago this month, in fact, and I had the
honor of serving on the DLC from 1997 to 2000.

1   Twenty years ago many of us here

2 today, and I've been asked not to name names,

3 were discussing the very same issues we are

4 facing now.

5   How many years ago did we have

6 serious discussions about the need to have

7 what we called then Super Regionals?

8   And how many times have we asked

9 ourselves why in the digital age, can't every

10 library in the nation be a depository library?

11   Therein lies our challenge. The

12 very word "depository," it gets in the way as

13 we rely more today on building digital

14 collections and providing new services both at

15 GPO and at your library.

16   As I said on Monday, it is very

17 much my intention as Superintendent of

18 Documents, to work with you to determine not

19 just the changing needs of the program, but

20 how the needs of each type of library within

21 the program map to the legal requirements and

22 program regulations of the FDLP.

23   Throughout the conference, I and

1   other GPO staff have made ourselves open and

2   available to listen to the concerns of the

3   community.

4   It's very clear that all federal

5   depository libraries, regionals and selectives

6   alike, are facing tremendous challenges.

7   Among the very real and serious

8   constraints are shrinking and stretched

9   resources in terms of budget, staff and space,

10   demands for new services, and limitations of a

11   legal authority that was originally designed

12   for a print distribution model.

13   These challenges apply to all

14   partners in the FDLP, depository libraries,

15   the Government Printing Office, and the

16   agencies.

17   It is GPO's intention and

18   commitment to work with regionals and

19   selectives to provide the best possible

20   service to libraries and the public they

21   serve, working within the realities we all

22   face.

23   Today, we will begin a serious

1   outcomes-based collaborative process to reach

2   agreement on the future of the Federal

3   Depository Library Program.

4   I cannot stress strongly enough

5   that this day is but the beginning of a

6   process that will require hard work by all of

7   us.

8   If you are truly as committed to

9   change and to working together to achieve it

10   as we at the U.S. Government Printing Office

11   are, this process will allow us to resolve the

12   complex legal, policy and technology issues we

13   have been discussing for so many years.

14   This morning you'll be hearing

15   about our data-gathering activities over the

16   last few past years and how the results are

17   driving our project priorities. We are

18   listening to what you're telling us, and we

19   are taking action.

20   After the morning break, we will

21   address information gaps that are essential to

22   our planning process, and how we can best

23   obtain this data.

1   At that time, Blane Dessy,

2 Executive Director of the Federal Library and

3 Information Center Committee, will facilitate

4 our discussion along with our wonderful LSCM

5 staff.

6   Later this afternoon, Blane will

7 lead us through a conversation which will be

8 the start for the development of a strategic

9 action plan for a national structure for the

10 future of the FDLP through collaboration and

11 partnerships.

12   Our new national plan must

13 highlight civic engagement. And that means

14 building communities by creating and

15 reinforcing relationships, I think a good

16 metaphor for the FDLP, between people and

17 promoting a healthy, deliberative dialog about

18 active participants in civil life.

19   At GPO, we've identified civic

20 engagement as the theme for the next FDLP

21 marketing campaign, and some of you may have

22 attended the brown-bag session Tuesday

23 afternoon led by Kelly Seifert.

1   A couple of the possible taglines

2   for the FDLP that were discussed then, and we

3   will be seeking input from others not able to

4   join us today, go back to the very foundation

5   of democracy.

6   We, the people, federal depository

7   libraries and you, community partners in civic

8   engagement, or the federal depository

9   libraries connecting the people with our

10 government, these are the ideas that we hope

11 to stress in terms of how we articulate and

12 frame to members of the public, to members of

13 Congress and other stakeholders, what exactly

14 the FDLP is.

15   We are going to apply this civic

16 engagement during our strategic visioning and

17 planning process, because we believe it will

18 strengthen the FDLP community and better

19 fulfill our historic mission to keep America

20 informed by ensuring no-fee, equal and

21 equitable public access to official government

22 information in the 21st Century.

23   I want to make it very clear as we

1   begin this process today, that every library

2   has a space at the table. One of our goals is

3   to engage the entire community in this

4   collaborative process during which every

5   depository library will have an equal voice.

6   We must learn to be honest and

7   open, and we must listen and learn from each

8   other.

9   I want to thank Donna Lauffer,

10 Helen Burke and Debbie Rabina on Depository

11 Library Council, for their work in the

12 Committee working group on public libraries.

13   They put together a wonderful lunch

14 just yesterday, and I think the 10 or 11 or 12

15 public librarians - raise your hand if you're

16 still here today. We had just an

17 enlightening, energizing and very engaging

18 conversation over a two-hour period. The

19 voice of the public library partners in the

20 FDLP is very important to me.

21   To facilitate involvement, the

22 transcripts of today's session will be

23 available on the FDLP Desktop and you'll be

1   able to review it. And those who are

2   following us on Twitter or otherwise could not

3   be with us today, will be encouraged to review

4   it as well.

5   The discussion that begins this

6   morning, will also migrate to the FDLP

7   community site where we can bring more of our

8   partners to engage with us.

9   I don't think I need to go through

10 the whole list of assumptions that we all

11 agree to, but let me name just a couple.

12   Developments in the larger library

13 world inform the future of the FDLP. Fewer

14 federal depository library professionals are

15 going to be steeped in the FDLP or federal

16 resources. Collaboration, cooperation,

17 partnerships are essential and have been the

18 hallmark to our very successful past.

19   Competencies to lead and manage the

20 depository library of today and the future,

21 are different than those of the traditional

22 depository library.

23   GPO has a lot of responsibility in

coordinating the program, and we must help you

promote your libraries and your services

outside of the FDLP.

A primarily electronic FDLP offers

opportunities to make more information locally

available to the public with enhanced

functionalities. And, yes, GPO will need to

create new services that meet the needs of

different types of depository libraries as

technologies and libraries evolve.

In ten months, we expect to see

from the process that is beginning today, a

State forecast and State-focused action plan

from every state or region served by a

regional depository library, and each state

currently without a regional depository. GPO

will analyze that data and present it at our

annual meeting next October.

We will be providing templates for

this data collection, and it's very important

that again we have the active participation of

every depository library.

We need to fill in certain gaps in

1 information that we have not been able to

2 collect through biennial surveys and other

3 studies and needs.

4 We need to see how depositories are

5 already collaborating or would like to

6 collaborate at the strategic region-served

7 level.

8 In two years, we as a community

9 will have reached consensus on what changes,

10 amendments, clarifications are needed to Title

11 44 and we will validate these. The changes

12 must support the mission, the goals and the

13 objectives of the FDLP, and also strengthen

14 the program.

15 I've had a lot of experience in the

16 legislative arena both at the state level

17 helping to draft legislation, and also at the

18 Federal level.

19 Many of you here in the room, as

20 well as Dan O'Mahony, a member of Council

21 who's going to talk about the challenges of

22 getting legislation enacted - I was very

23 involved in drafting sections of the E-

1 Government Act of 2004, for example.

2   So, I hope that experience and that

3 certainly my commitment to you that we will

4 work together, we will hear every voice within

5 the community, we will be asking for input

6 from the major library associations and other

7 stakeholders who require access to federal

8 government information.

9   Now, I'd like to invite Dan

10 O'Mahony with whom I worked very closely in

11 efforts in the late 1990s on an act to reform

12 Title 44. And he's going to tell us a little

13 bit about that experience, and what we learned

14 from it.

15   Thank you very much for being here

16 today, and I look forward to more

17 conversations and dialog with each and every

18 one of you, and all of you who are not here

19 today. Thank you.

20   (Applause.)

21   MR. O'MAHONY: Need a little help

22 here. Sorry.

23   Thank you, Mary Alice.   Good

morning. While we're getting that set up, my name is Dan O'Mahony. I'm from Brown University in Providence, Rhode Island. I'm currently a member of the Depository Library Council.

And Mary Alice has asked me while we are looking forward into the future, to just take a brief step back and offer some historical context around the bundle of legal, political, logistical and emotional issues that goes by the name of Title 44 reform.

First off, just a real quick obligatory disclaimer. My remarks today are solely my own. I'm not speaking on behalf of council. Certainly not the Government Printing Office. Not Brown University. Not the State of Rhode Island. None of my family or friends.

(Laughter.)

MR. O'MAHONY: It's just me, and nobody else. So, in thinking about the longer term developments surrounding Title 44 reform, I went back to the passage of the Depository

1 Library Act of 1962, which many of you all

2 know is the most recent statute that dealt

3 with the current overall structure of the

4 Federal Depository Library Program.   And I

5 examined the historical record going forward.

6   As best as I can tell since then,

7 the only time that some kind of reform to

8 Title 44 was not under serious consideration -

9   (Laughter.)

10   MR. O'MAHONY: -- was a brief 15-

11 minute period in the middle of the night on

12 August 21st, 1976.   And most historians

13 attribute this aberration to the unusual

14 alignment of the full moon that occurred that

15 night, rather than any perceived lack of

16 deficiency in the law.

17   (Laughter.)

18   MR. O'MAHONY: Now, obviously I'm

19 being a little bit facetious here, but the

20 underlying message here is still quite true.

21   Rarely has the library community

22 been satisfied with the legal framework that

23 is Title 44, and with good reason.

1   First off, statutes generally by

2   their very nature, often are unwieldy and

3   usually are borne out of some level of

4   compromise.

5   Those compromises sometimes either

6   have unintended consequences, or they leave

7   significant needs and issues still unmet.

8   Moreover, rarely are the wheels of

9   government's legislative process speedy and

10   nimble enough to keep pace with developments

11   in the real world around us. And this can be

12   especially true in areas dealing with rapid

13   change like information technology.

14   So, I guess my first point here is

15   that dissatisfaction with Title 44 is the

16   status quo.

17   Now, closely aligned to this sad

18   fact is the day-to-day necessity that we all

19   face, depository librarians and GPO staff

20   alike, in trying to make the best out of a

21   legal structure that is less than adequate.

22   Over the years, lots of creative

23   efforts have been initiated to meet the

1 dynamic government information needs of users.

2 Sometimes these initiatives are officially

3 aligned within the FDLP. Other times they

4 complement the official services offered by

5 librarians in support of the FDLP.

6 But going way back long before the

7 1962 statute, even, a continuing challenge in

8 the world of government documents

9 librarianship has been, on the one hand, to

10 try to find practical ways to meet the ongoing

11 needs of the program and our users despite the

12 limitations of the existing law. And on the

13 other hand, to work to identify those areas

14 where legislative action might be required to

15 improve the situation.

16 Since 1962, the official successful

17 improvements to the law, that list has been

18 relatively short. But in each case, the

19 change did move the program forward by

20 expanding the reach of the FDLP usually in

21 relation to the types of libraries

22 participating in the program, or the types of

23 materials available through the program.

1   So, in 1972, we saw the inclusion

2   of the highest state appellate court

3   libraries.   And   in   1978,   we   saw   the

4   designation   of   accredited   law   school

5   libraries.

6   And of course in 1993, the GPO

7   Access   Act   officially   ushered   in   the

8   electronic age at GPO. Although, it is worth

9   nothing here that while this law would have a

10   profound   impact   on   the   FDLP,   the   statute

11   itself technically did nothing to Chapter 19

12   of Title 44, that part of the law that deals

13   specifically   with   the   Federal   Depository

14   Library Program.

15   Instead, it created a new chapter,

16   Chapter 41, on access to electronic federal

17   information.

18   Aside   from   these   few   successful

19   attempts to Title 44 reform, there have been a

20   number of other attempts over the years to

21   revise the law that fell short.

22   Two notable efforts, both in which

23   the library community had a significant role,

were in 1979, the Public Printing Reorganization Act, and in 1998, the Wendell H. Ford Government Publications Reform Act, Senate Bill 2288.

Now, right off the bat I need to say that both of these bills ultimately failed to be enacted. So by definition, they're not necessarily models to emulate.

However, they do represent the thinking behind the two major efforts to reform Title 44 since 1962, and both attempted to address the library community's concerns. So, it's worth looking at them for what they might tell us.

Some common elements about these two bills and the approaches that they took included, first, they both were comprehensive efforts to change all of Title 44.

The changes to Chapter 19 dealing specifically with the FDLP, were just part of a larger package to address the overall printing and dissemination apparatus of the federal government.

One advantage to this type of approach, is that it tries to get at the root problem. A lot of what is in one section of Title 44, relates to provisions in other sections of Title 44.

So, it can be difficult sometimes to isolate a specific change that by itself will solve a targeted deficiency.

A disadvantage to this type of approach, of course, is that it is infinitely more complicated both in terms of the substance of the law that it's addressing, and the politics of the stakeholders involved. Stakeholders who often have competing interests.

A second common element was that as part of these changes, the oversight administrative structures within GPO were revised. Although, each bill attempted this in a different way.

Third, in both cases Congress was interested in reducing the costs involved in producing and distributing government

1 publications.

2 While the library community was

3 certainly amenable to this, we're all

4 taxpayers, this was not the driving motivation

5 of the library community. But with any piece

6 of legislation, it is imperative for members

7 of Congress to find a compelling motivation

8 for them to invest their political capital in

9 the cause.

10 Fourth, both bills attempted to

11 expand the scope of materials in the FDLP to

12 include all branches of government and all

13 formats, specifically electronic information.

14 This was the paramount motivation for the

15 library community.

16 The 1998 bill built upon this point

17 and introduced the explicit responsibility of

18 the program to provide permanent, public

19 access to government publications regardless

20 of format with the emphasis on born digital

21 materials.

22 Finally in terms of process, both

23 bills resulted from an extended undertaking

1   led by members of Congress and their staffs

2   that included input from a broad array of

3   constituencies, which included, but certainly

4   was not limited to, the library community.

5   Now, while the library community

6   certainly has an obvious vested interest in

7   Title 44 especially as it relates to the FDLP,

8   we are not alone in our interest in government

9   information generally.

10   As a result, from time to time

11   bills are introduced that would revise Title

12   44 or related laws, but they do not originate

13   from anything that the library community might

14   have been involved in. And they may or may

15   not align themselves with our interests and

16   our values.

17   Taking just the current 112th

18   Congress as an illustrative example, we see

19   that a number of bills have been introduced

20   aimed at cutting costs, primarily printing

21   costs, or perceived printing costs.

22   In addition, the last one here on

23   that list is an example of a law that on its

face has nothing to do with Title 44 per se.
Nowhere in the text of that bill does it
mention any part of Title 44, but potentially
it could change the responsibilities of the
federal government and how it disseminates and
preserves government information.

So, one takeaway point here is that
while the library community historically has
been an active player in trying to effect
legislative change in this area, we are not
the only player. And to state the obvious,
the outcomes and even the very existence of
legislative proposals do not always conform to
our desires, nor our timetables.

I think it's also the case that
while lots of folks, including sometimes some
members of Congress, are quick to use and
support the rhetoric surrounding Title 44
issues. Very few are interested enough to
deal with the practical day-to-day nuts-and-
bolts details of what it really means to
provide no-fee public access to government
information in all forms from all three

1 branches of government now and in the future.

2 We often hear praise for free-

3 flowing public information as the lifeblood of

4 a healthy democracy, for an informed and an

5 enlightened citizenry, for holding government

6 accountable to we, the people, all the things

7 that warm the hearts to us as documents

8 librarians.

9 But while this general spirit is

10 invoked by lots of different players, actually

11 achieving this ideal at the ground level is

12 not always their top priority.

13 It is our top priority. It is the

14 single, driving, common motivation of this

15 community.

16 We each may bring additional

17 interests to the table as well, but the

18 uniting principle that arouses our passion,

19 that incites our advocacy and that invokes our

20 professional obligation, is our collective

21 cultural commitment to no-fee public access to

22 government information in all forms from all

23 three branches of government now and in the

future.

As I take a step back and reflect on some of the lessons learned in trying to effect legislative change in this area, three key factors for success jump out at me.

First, a clear sense of what needs to be changed. Whether this is in the vein of a broad, comprehensive reform, or specifically targeted surgical strikes, it is imperative that we know what we want to change, what we're trying to accomplish.

Second, the library community speaking with a united voice. Sometimes this isn't as easy as outsiders think it should be.

The 1,208 federal depository libraries represent all different types of libraries, different geographic regions, different funding sources, all the other differences as varied as the nation as a whole. Add to this the broader community of some 120,000 other nondepository libraries, and the plot thickens.

But as a community, we always have

1 had more in common than whatever differences

2 may have distinguished us. And when we can

3 unite around a common purpose, we have been

4 known to do great things.

5   Third, one or more champions in

6 Congress to lead and shepherd a proposal

7 through the legislative process. We, as

8 librarians, may have the best idea in the

9 world. We often do.

10   (Laughter.)

11   MR. O'MAHONY: But unless there's at

12 least one member of Congress who agrees that

13 this is important and is willing to do the

14 necessary work to sensitize his or her

15 colleagues in Congress and convince them that

16 these changes have value for their

17 constituents, then that good idea isn't going

18 anywhere.

19   As documents librarians, we all

20 know how a bill becomes a law, and it has to

21 start with a member of Congress introducing a

22 bill.

23   This may be the most obvious point

on the planet, but it also can sometimes be the most difficult and time-consuming step in the process to identify, cultivate, educate and rally around members of Congress that are willing to support this cause.

Having all three factors in place does not guarantee success by any stretch of the imagination. But without any one of these, the chances of failure are infinitely greater.

In closing, I will leave you with one final thought.

(Laughter.)

MR. O'MAHONY: This is a picture of my son in his first Halloween costume. He's probably about 15 months old in this picture, and that was over ten years ago.

Now, this is a government documents crowd. So, I don't have to tell you what he's dressed as.

(Laughter.)

MR. O'MAHONY: If you can see the little "T44" on his chest plate there, then of

course you know he's Super Title 44 Man, the superhero dedicated to truth, justice and, say it with me, no-fee public access to government information in all forms from all three branches of government now and in the future. Thank you.

(Applause.)

MR. O'MAHONY: Now, it would be nice if such a superhero existed. Alas, such is not the case. I'm not exactly sure what the process is in government to requisition a superhero, but I strongly urge GPO to look into that.

In the meantime, however, the way the system is going to get changed is likely through much more conventional channels. It will not be easy. But as we have seen, success in the past did not come easily.

It will not happen overnight, as generations of documents librarians can attest to, but success in the past took the necessary time to plan, gather support and execute a legislative strategy. And it can't be done by

1   just one or two individuals, or one or two

2   libraries, or even one or two associations.

3   The superhuman effort, if you will, that it

4   will require must come from the community as a

5   whole.

6   We are that community charged with

7   the professional responsibility of stewarding

8   and providing access to government information

9   past, present and future.

10   When I was about his age, Congress

11   passed the Depository Library Act of 1962.

12   It's now just about fifty years later, and

13   that's still the governing law on the books.

14   That law doesn't work in today's

15   environment. It hasn't worked for over thirty

16   years.   It needs to change.   And we

17   collectively as a community, have to be the

18   agents of that change. Thank you.

19   (Applause.)

20   MS. BAISH: Thank you, Dan. And I

21   hope everybody who's tweeting, caught some of

22   those wonderful statements that you made

23   during your presentation.

1   And not to age myself, but I do

2   recall when Dan's wonderful wife Tina was

3   pregnant. I think that was the time I was on

4   the Depository Library Council and we had our

5   meeting there in Rhode Island.

6   So, first of all, I really need to

7   not only extend my gratitude to all of you for

8   being here today for those of you following us

9   on Twitter, but I really need to thank my

10   staff.

11   The men and women at GPO are

12   magnificent. And the men and women in LSCM

13   mostly up in this corner of the room, have

14   worked so hard to make this conference and

15   meeting and today's events possible.

16   And you haven't heard yet what they

17   have to say, but I would like you to please

18   join me in thanking them.

19   (Applause.)

20   MS. BAISH: We have a full day ahead

21   of us. An incredibly busy day. I'm happy to

22   say we are right on time.

23   The next session which is from 9:15

1 until ten o'clock, will be led by Kristina

2 Bobe and Ashley Dahlen. It's called Community

3 Needs and LSCM Projects. It will end promptly

4 at 10:00, if not a few minutes before that,

5 and that will give us all an opportunity, I'm

6 sure, for a much needed break.

7   Thank you again for coming and,

8 Kristina and Ashley, please join us here.

9   MS. BOBE: Good morning.

10   MS. BAISH: Cherie, would you like

11 to come up as well? Thank you.

12   MS. BOBE: Thank you, Mary Alice.

13   So, as Mary Alice stated, my name

14 is Kristina Bobe. I'm one of the outreach

15 librarians along with Ashley, Cherie, Mark

16 Ames, Melissa Fairfield, Kathy Bayer. We work

17 in LSCM, Library Services and Content

18 Management, in case you didn't know what LSCM

19 was.

20   In this section, we'd like to

21 present an overview of community needs and

22 projects that have been developed at GPO.

23   So, many of us, many of us, have

1   been to DLC conferences over the years, and

2   we've heard remarks from a number of

3   individuals, but there are many voices that go

4   unheard in these situations. Voices that are

5   left out of the discussion at conferences, and

6   others who maybe choose not to participate

7   even in virtual conversations such as

8   listservs, or other communication vehicles.

9   So, to get a representative cross-

10 section of the FDLP community, I turn to the

11 information sources that we do have. These

12 should give us all a better sense of the

13 issues that are significant to the FDLP

14 community while being further enhanced by some

15 detailed data analysis that has been done on

16 some of that data.

17   The following includes some

18 statistical samples approaching 90 to 95

19 percent. So, the margin of error is fairly

20 slight with the understanding that respondents

21 when they answer their biennial surveys are

22 being forthcoming in their answers.

23   The first slide here is referring

to the 2007 biennial survey of federal depository libraries. We received submissions from 1,199 depository libraries.

I'm going to go just over some percentages from 2007. And then as we move forward to the present day, I'll move away from the percentages.

Looking at written policies, a written collection development policy for government documents, 94 percent had that in place. A written policy for providing public service for those documents, 79 percent. A written access policy, so underscoring the requirement of access to resources, 84 percent.

Only 63 percent, and that's still a good number, had a plan for training staff on the use and management of the depository collection. So, keep some of those things in mind; training, access and so on.

In the area of collection management and selection, 59 percent were already substituting official online resources

for tangible materials. 40 percent were creating catalog records for pre1976 materials. 69 percent, this is a high percentage, had performed a full review of their item selection profile within the last two years. That's what they said.

In the area of staffing, 30 percent or three out of ten had experienced a staffing decrease in the last five years. 68 percent, on the other hand, had procedures to train staff in reference sources and services for federal government information. So, they're making contingency plans.

Looking at the physical facilities and public access to the physical documents, only 17 percent still had that separate reference desk that some of you may have worked at, at some point in time.

I know I worked at one and I went through the merger of the government documents desk with the main reference desk. It's more than norm now to have that single service point. 91 percent had adequate housing and

growth space for the next five years, according to their item selection rate.

And then looking at digitization efforts, those homegrown efforts and storage of online publications, 12 percent reported current or future plans to digitize within scoped materials. 26 libraries, not 26 percent, but 26 libraries were participating in the GPO registry of digitization projects.

And in the breakdown of selection of formats, 81 percent collected a mix of tangible and electronic. Then 13 percent collected primarily tangible. And six percent reported they collected primarily electronic. Only six percent.

Over 99 percent of the libraries when asked if they wanted to stay in the FDLP or if they planned to stay in the FDLP, reported yes.

Next slide, please. In 2009, it was a little different. We had a customer relations program. There was a 2009 biennial survey and needs assessment. So, these two

1   were combined. It didn't ask the same, exact

2   questions as 2007, but it looked at similar

3   data points.

4   Probably most of you in the

5   audience were familiar with or even filled out

6   both of the surveys that I'm referring to.

7   There was about a 90 percent response rate in

8   2009, or 1,129 responses included in this

9   analysis. So, very broad.

10   I think I'm going to put in another

11   plug here for libraries to fill out their

12   biennial survey not just because it's a legal

13   requirement of all depository libraries, even

14   the highest state appellate court libraries,

15   but any late responses or nonresponses aren't

16   included in these analyses that we look at.

17   So, we don't hear and we don't include those

18   in the data analysis afterwards.

19   So, in 2009, 20 percent, so, one

20   out of five of the depository libraries,

21   characterized their financial problems as

22   major.

23   Between like 58 and 80 percent said

financial problems were minor, but they were still an issue. They were still coming up.

And the most important service provided by the FDLP was access to depository resources. That's kind of a no-brainer. 50 percent or more rated the FDLP Desktop and free access to fee-based databases highly.

The additional services or resources requested by at least half of these libraries included digitized historical collections of FDLP publications, addition of pre1976 cataloging records to OCLC, and online historical coverage of the GPO Access/FDsys titles.

So, regarding satisfaction with FDLP services, at least sixty percent indicated that they were satisfied or extremely satisfied with the majority of FDLP services.

A majority, a clear majority, 87 percent, considered staffing adequate to fulfill basic depository responsibilities. Although, state and local government libraries

1   and   public   libraries   reported   the   most

2   difficulty   in   fulfilling   those

3   responsibilities.

4   Overall   really   in   2009,   economic

5   issues   held   primacy.   It's   hard   to   imagine   a

6   time   where   they   don't,   but   it   was   really

7   evident   in   the   2009   data.

8   Libraries   indicated   that   budget

9   constraints,   staffing,   workload,   space

10   considerations   and   cost   containment   were

11   either   major   or   minor   issues.   And   most

12   libraries   said   they   were   planning   to   remain   in

13   the   FDLP,   one   percent   indicated   a   desire   to

14   leave   the   program,   seven   percent   were

15   undecided.

16   So,   earlier   this   year   GPO   -   we're

17   moving   forward   now   to   2010-2011.   GPO

18   published   the   results   of   the   analysis   of   the

19   2011   Depository   Library   User   Survey.   The

20   survey   was   designed   to   support   planning

21   efforts   at   GPO   and   at   newer   FDLP   libraries.

22   Show   of   hands,   how   many   libraries

23   participated   in   that   survey?

1   (Show of hands.)

2   That's great. Excellent.

3   So, in this survey we were able to

4 review responses from FDLP users, not the

5 coordinators, not the administrators that

6 signed off on your surveys.

7   There were a total of 3,305

8 respondents at 549 FDLP libraries. Really, a

9 tremendous response. These were distributed

10 across geographic regions and types of

11 libraries.

12   38 percent of respondents used an

13 FDLP library at least six times per year, and

14 58 percent used one library. 20 percent used

15 more than one.

16   Academic research, education,

17 personal use, were the most cited reasons for

18 using FDLP resources. Law and legal research,

19 legislative research, were also noted.

20   The most used types of information

21 were historical materials, 67 percent. And

22 then followed by statistics, 66 percent. And

23 then current information.

1   Regarding the format of materials,

2   electronic only was used for legal,

3   legislative and fiscal, like economic

4   materials. Print only was highest in the

5   category of maps, and also in historical

6   materials.   So, services reported to be

7   frequently used were online access to

8   documents and the library website.

9   Regarding alternative sources for

10 U.S. government information, respondents said

11 they used Google at 55 percent. And 49

12 percent reported using other web-based

13 services, which makes me think that maybe they

14 were using Google Uncle Sam, or just Google,

15 Google. I don't know. But now, we don't have

16 Google Uncle Sam anymore.

17   So, 79 percent responded that FDLP

18 resources provided key information, fulfilled

19 their purpose and added value to their

20 research. 55 percent strongly agreed with the

21 statement that they would use FDLP resources

22 again, as well as recommend them to friends or

23 colleagues.

1   Challenges reported were in the

2 areas of difficulty of use, finding materials

3 in catalogs, nonavailability of preferred

4 formats, and gaps in library holdings.

5   As far as the most desired

6 improvements, users said more online

7 materials, online tutorials to explain

8 government activities, and increasing access

9 to older, historical materials.

10   So, overall the key findings of

11 need were more online materials, better

12 finding tools, and more training in the use of

13 government information resources.

14   Next slide, please. Public access

15 assessments. How many of you have had a

16 public access assessment?

17   Fewer hands. So, during the public

18 access assessments, or PAAs, and we've done at

19 least 112, and I think a few more last time I

20 looked at our internal spreadsheet, we speak

21 directly to library staff in depth.

22   And although GPO is required to

23 conduct firsthand investigations of the

conditions in depository libraries per Title 44, and this is accomplished through the PAAs, we learn a lot about the current state of affairs in a number of different libraries; urban, rural, large, small, academic and the like.

We haven't analyzed the information that we've collected from these comprehensively, had some data analyst come in and crunch the numbers, but we've conducted a number of PAAs since we've started and we have to read and review all of our colleagues' reports as well. So, we're getting a sense of what they're saying.

What are we seeing? Well, for the most part, libraries are doing well. We have a few libraries where follow-up is required to bring them into compliance, but we're finding that libraries are actively engaging their communities and helping patrons access U.S. government information.

Staff in many of the libraries we have talked to have been working with

documents for years, even decades. They understand how government documents work, and they also understand the challenge and uniqueness of working with those collections.

They're finding many ways, free and no-fee ways of promoting and increasing visibility of their depository collections.

At the same time, they're challenged by electronic access to documents and how to provide continuity between those tangible, visible publications that they have on their shelves that are gradually being replaced by electronic access, and how that visible collection can turn into an invisible collection if you don't promote it.

Some of the biggest take-aways from the PAAs, staff turnover in libraries. Some of the staff turnover that we heard about in the 2007 and 2009 biennial surveys, it makes it difficult to mentor new, incoming people and staff.

Organizational memory is lost, staff retire, they take that document

1   specialization with them, the vacancy ensues,

2   new staff may or may not be hired, and they

3   don't have that awareness of depository

4   requirements or specifications. They

5   sometimes don't even know which questions to

6   ask or where to get started.

7   Now, for our part, we do reach out

8   to them because we all see whenever there is a

9   change in the Federal Depository Library

10   Directory and we send out welcome messages to

11   those new coordinators that come in.

12   Sometimes we recognize the names.

13   We realize there's just been a change in

14   staffing and someone who used to work with the

15   library is filling in again. But whenever we

16   see a new name, we follow up, give our contact

17   information, give them more information about

18   the program, just give them a place to get

19   started.

20   Some coordinators continue to

21   select more than the library may need or

22   formats that are not desired. So, they may be

23   receiving documents that are not wanted or

needed, but simply haven't been deselected yet. And this makes weeding down the road even more of a challenge.

Collection development plans may not match current collection development decisions.

Regarding access to electronic information, security and access issues are cropping up. Internet access for minors, authentication requirements for computer access, identification requirements to gain access into a building, can all present challenges to the general public. Physical barriers are combined with, or even replaced, by online barriers to access.

Training and professional development activities are tough to fit into a busy schedule. So, budget cuts mean travel funding is limited. So, virtual training is now taking the place of onsite and in-person training.

Virtual training like online tutorials or webinars are typically low or no

1 cost, and they're more flexible for scheduling

2 purposes.

3   At the end of the day, though, many

4 of the libraries say they are very proud to be

5 in the FDLP and they restate their commitment

6 to staying in the program.

7   We haven't comprehensively analyzed

8 askGPO questions. There's really no way of

9 doing that. I think no good way, no easy way

10 of collecting data also from personal

11 interactions or on a one-on-one basis.

12   I think that's why I was really

13 prompted to look back at these broad,

14 comprehensive, data-gathering efforts that

15 we've done to really get a more accurate sense

16 of what's going on.

17   But they do provide clues to needs

18 and trends within the FDLP community, the kind

19 of educational sessions that are presented,

20 the kind of presentations that we've put up

21 afterwards.

22   We've also looked at reasons why

23 libraries recently have dropped from the FDLP.

1   And these reasons include staff cutbacks or
2   reductions. So, the increased workload due to
3   staff reductions, statements like our
4   coordinator is retiring and not being
5   replaced.

6   Reduction in funding, budget cuts
7   crop up again and again as a reason to drop
8   status. In some cases, libraries feel that
9   their patron needs can be met with a
10 combination of online resources and search
11 engines. So, FDLP participation is not
12 necessary.

13   We can't control the many pressures
14 that libraries are facing today, not just FDLP
15 libraries, but all libraries, but we can try
16 to foster that dialog for finding some
17 solutions.

18   We can also hopefully try to
19 cultivate and develop relationships, as well
20 as resources, so that libraries continue to
21 find value in the program. Thank you.

22   (Applause.)

23   MS. DAHLEN: Hello. I'm Ashley

1 Dahlen.

2 So, Kristina talked about what our

3 sources of information are, and now we're

4 going to talk about some of the projects that

5 we've been working on at GPO, or things that

6 we are working on or recently developed based

7 on our understanding of your needs. And these

8 projects benefit your depository aberration,

9 as well as address community-wide needs.

10 Our goal in summarizing these is to

11 show you what projects we're working on now

12 and to set the stage for the next session.

13 To start off with, I'm going to

14 summarize the projects that we have recently

15 completed or are currently underway that

16 provide greater access to government

17 information as found through FDsys.

18 The first initiative I'm going to

19 talk about is looking at ways to

20 simultaneously search FDsys and the CGP, or

21 the Catalog of Government Publications.

22 There's two parts to this.

23 Part 1 is MetaLib. MetaLib is a

1 GPO-created tool where users can search within

2 multiple federal databases simultaneously.

3 And GPO just released a new MetaLib collection

4 that enables you to search the CGP and FDsys

5 at the same time.

6   Also related to simultaneous

7 searching is we've started an internal group

8 to begin examining the FDLP community's needs

9 for additional CGP-FDsys integration and

10 options for making that happen. That's an

11 ongoing project right now.

12   Constitution of the United States

13 of America Analysis and Interpretation more

14 commonly called CONAN, I should point out that

15 we had a slide that had an image of Conan the

16 Barbarian all oiled up. He didn't make it

17 into the final presentation.

18   The idea behind CONAN is to provide

19 enhanced public access through FDsys to an

20 authoritative version of CONAN - I need to

21 speak closer to the mic? Okay.

22   It will permit greater access to

23 searching and authentication of the material,

1   and the content is going to be updated as soon

2   as updates are made available beyond the

3   normal two-year supplement cycle. So, greater

4   updates. This is an ongoing project that

5   we're currently working on.

6   Also related to greater access to

7   information through FDsys is the Statutes at

8   Large and the Bound Congressional Record

9   Project. This is a partnership with the

10   Library of Congress to digitize and make

11   available through FDsys the Statutes at Large

12   from 1951 through 2007. We just recently

13   completed that.

14   We are currently working on the

15   Bound Congressional Record Project, which will

16   bring content from 1873 through 1998 into

17   FDsys.

18   We are working on the

19   Administrative Office of the U.S. Court

20   Opinion Collection. This FDsys collection

21   will give access to court opinion documents

22   from the United States appellate courts,

23   district courts and bankruptcy courts. The

1   content will date from 2004 forwards.

2   We're currently in public beta. We

3   have access to 12 courts right now. We're

4   working on getting access to over 30 courts,

5   though, pending Judicial Conference approval.

6   Another   collection   that   was

7   recently released on FDsys was the Coastal

8   Zone Information Center, the CZIC collection.

9   We acquired the content through a partnership

10 with NOAA's Coastal Services Center. And the

11 collection has more than 5,000 coastal-related

12 documents, and it spans over 30 years worth of

13 data.

14   Library   Services   and   Content

15 Management is investigating FDsys as a tool

16 for a web-harvesting initiative. A task force

17 has been organized to investigate several

18 concepts; web harvesting of online

19 publications that meet the scope of the FDLP,

20 how to make that content available to the

21 public, integrating that content into FDsys

22 for archiving and searching, and finally

23 cataloging that harvested content into the

1   CGP.

2   We're researching three possible

3   methods of achieving this and exploring the

4   risks, benefits and costs associated with each

5   method.

6   The first two methods, insourced

7   and partnershipped-base models that we're

8   looking at, we're going to look at that in the

9   future. What we're working on right now is an

10   outsourced model.

11   We're currently working on using

12   Heritrix to do web harvesting, and using the

13   Internet Archive's Archive-It web service to

14   provide access to it. And this is a joint

15   partnership that we're working on with the

16   Library of Congress, FEDLINK, and the Internet

17   Archive.

18   LSCM has also created an FDsys

19   training group who has written curriculum and

20   online-recorded modules for FDsys. These

21   educational sessions are for in-person and

22   remote online training through a virtual

23   environment, and the curriculum has been

1   developed for onsite training.   We are

2   awaiting the acquisition of the virtual

3   training software to record the training

4   sessions.

5   And finally, there is work going on

6   for the authentication through FDsys. You all

7   know that we can authenticate PDF documents on

8   FDsys. Now, we're investigating the use of

9   new technologies to enable bulk content

10   integrity assurance of XML files. And that's

11   something that we're working on right now.

12   So, those are projects that were

13   related to FDsys, and here's some projects

14   relating to information sharing:

15   We recently ruled out the Legal

16   Requirements and Program Regulations of the

17   FDLP. You'll see the acronym L-R-P-R. We

18   call it ler-per, because it sounds better than

19   leper.

20   (Laughter.)

21   MS. DAHLEN: This is a concise

22   resource to clarify and update depository

23   library requirements that hadn't been updated

1   in quite a while. It was developed in

2   response to community questions and was

3   written by GPO outreach librarians who are

4   former depository librarians.

5   Related to the legal requirements,

6   or LRPR, is the guidance. The guidance is

7   currently being developed. It's the more

8   detailed explanations that accompany those

9   regulations such as what depository management

10   tools you have to use, and how to actually use

11   those tools.

12   Since we're hoping to update those

13   tools, we didn't include it in the actual

14   legal requirements document, because we want

15   to keep the requirements up to date and short

16   and sweet. And this guidance information will

17   reside on the FDLP Desktop.

18   You'll notice that that other clip

19   art made it in, but Conan didn't.

20   (Laughter.)

21   MS. DAHLEN: We are working on a

22   lot of projects related to cataloging services

23   and cooperative efforts. The Catalog Record

1   Distribution project is now in its third year.

2   And through this project, participating

3   libraries receive bulk bibliographic record

4   files based on the individual library

5   profiles.

6   This is a contracted service with

7   Marcive, Inc. We at GPO, are learning from

8   this project. And we're looking at turning it

9   somehow into a long-term solution for

10 bibliographic record distribution.

11 Also related to cataloging services

12 is the Shelflist Transcription and

13 Bibliographic Record Cleanup. This is a

14 project that was developed at the request of

15 libraries who are cataloging their historic

16 material. It involves the conversion of GPO's

17 historic card catalog from the 1870s through

18 1992 into MARC format, and loading those MARC

19 records into the CGP. This is an ongoing

20 project.

21 Catalog records that are in the CGP

22 are currently available to depository

23 libraries at no cost to them through the use

1   of Z39.50. It will involve the future cleanup

2   of those catalog records. And it's going to

3   take help from you guys, because we don't have

4   the materials in our hands.

5   Another project we're working on is

6   the Selected Dissemination of Information or

7   what we call SDI. It has to have an acronym.

8   It's another cataloging tool that's being

9   developed and continually worked on.

10   Through SDI, depository library

11   staff can create queries and alerts in the CGP

12   and have those results emailed to themselves.

13   This tool can be used to identify catalog

14   records by subject, item number, key word,

15   geography and more. It can also be used to

16   identify catalog records of any format such as

17   online-only resources.

18   Another cooperative effort that

19   we're working on right now is the future

20   marketing of the FDLP. It's a new initiative

21   right now to rethink how we're going to market

22   this program. And with help from you all in

23   the community, GPO hopes to develop useful and

1   cost-effective tools that will educate the

2   public about the FDLP and hopefully reach the

3   broadest audience possible.

4   We are also working on cooperative

5   cataloging partnerships.   And in general,

6   these cooperative cataloging partnerships

7   contribute to the creation of the National

8   Bibliographic Inventory, as well as increased

9   access   to   tangible   historic   depository

10 collections.   It enables depository libraries

11 to acquire cataloging records to complete

12 their own retrospective cataloging projects,

13 it increases access to content digitized by

14 partner libraries, and it shows the cataloging

15 workload among many librarians.

16   There   are   four   ways   this

17 partnership can work.   One, GPO can accept

18 catalog records from partner libraries. Two,

19 GPO can create cataloging records in the CGP

20 for documents and partner libraries, or in

21 partner library digital collections.   Three,

22 GPO   can   conduct   research   and   create

23 Superintendent   of   Documents,   or   SuDoc,

classification numbers for historic government

publications in exchange for partner library-

created cataloging records. And, four, the

GPO can partner with libraries to work

creatively to provide access to depository

collections, which is another way of saying we

have an idea, give us a call, we'll talk.

This is an ongoing - or these are several

ongoing projects right now.

Another cooperative effort is

MetaLib enhancements. I briefly talked about

MetaLib and the fact that we just ruled out

the CGP-FDsys combined search, but a new

enhancement that we recently did was giving

everyone the ability to further refine their

search results.

If you do a search in MetaLib,

there is now on the right side, clusters and

facets modules that you can click on to filter

your search results.

All right. So, there are a lot of

cataloging and marketing projects underway,

but there's also a lot of collection

development and management tools that are being developed and worked on right now.

One, the automated disposition tool not to be confused with that home security system ADT, but this is a tool to automate for the depository community, the disposition of depository materials. And this is being developed in response to primarily conference discussions.

We're also working on the National Bibliographic Inventory, as I mentioned earlier. We're working on creating this comprehensive list of all the historic federal publications that will serve for both the FDLP and the Cataloging and Indexing Program that Library Services and Content Management runs.

It's being developed at the request of the community through conference discussions and biennial survey data, the needs assessment, things like that. We know that you guys are very anxious for it.

We're also working on LIST, or Library Information System Transformation.

1   This is basically our legacy system migration

2   with the goal to replace the Item Lister, the

3   amendment of item selections form, and the

4   infamous Depository Distribution Information

5   System, or DDIS.

6   This is being developed in response

7   to community discussions wanting FDLP

8   participation to be a little more up to date,

9   streamlined, not to mention more stable.

10   We're also working on the PURL

11 referral report. The new tool that just

12 rolled out enables libraries to capture

13 government information used as statistics from

14 their library's web pages, guides, catalog and

15 more.

16   And the new report gives you a

17 better analysis of what resources users are

18 actually taking a look at - we can get you a

19 list of the top 50 hits, things like that -

20 and also what avenue did they come into your

21 system, like what tool did they use? Did they

22 come in through your webpage? Did they get it

23 through some guide that you have developed?

1   That sort of thing.

2   And finally, there are several

3   projects that are underway to provide

4   educational outreach. We have archived online

5   programming for all libraries or OPAL

6   sessions.

7   As you may have heard, GPO is no

8   longer using OPAL for virtual training. As a

9   result, recorded OPAL sessions that have been

10   done in the past are now in an archive where

11   all may benefit from the recorded sessions at

12   their own time and at no cost to them.

13   OPAL was pursued at the request of

14   the community for remote or virtual training.

15   Now, related to that, we are working on

16   procuring a new virtual training tool. The

17   training needs have been identified as

18   important in the needs assessments, the public

19   access assessments and a survey that was

20   posted to the FDLP community site.

21   To coincide with the development of

22   the training curriculum for FDsys, we

23   anticipate procuring an online training

software that will replace OPAL, as well as serve to meet your needs for virtual training.

And finally, we are working on public access to court electronic records, or PACER. Through the needs assessment and conference discussions, we've learned that fee-based agency databases are of very great importance to you all.

PACER is an access and education program that partners with depository libraries to provide the public training on PACER's court records, including the court opinions, as well as to provide training on how to manage PACER accounts.

We are currently beta testing this program and the development of training documentation is underway, and we are looking for volunteers.

All right. So, to sum up what we've talked about here, we've listed a lot of Library Services and Content Management's current and ongoing projects. We've also briefly discussed where we get our ideas and

1   input from.

2   All right. We're going to wrap up

3   early, I think. Do we want to take a half-

4   hour break and come back early? Okay. I'm

5   seeing Robin nod her head.

6   So, let's come back at - I'm sorry.

7   Questions?

8   (Laughter.)

9   MS. DAHLEN: Ask Kristina. Did you

10   all have any questions?

11   Actually, that reminds me. Please

12   submit your biennial survey. We kind of

13   wanted to wrap this up by saying if you don't

14   submit your survey, we're going to send Conan

15   after you.

16   (Laughter.)

17   MS. DAHLEN: Okay. So, I say we

18   wrap up early here. Come back in a half hour.

19   (Applause.)

20   (Whereupon, the above-entitled

21   matter went off the record at 9:44 a.m. and

22   resumed at 10:22 a.m.)

23   DR. GIVENS: Is everybody ready?

1   Yes? Okay, good.

2   So, we're starting Part 3, and I'm

3 Cherie - am I too loud? Okay. Okay, that's

4 it. I guess I'm leaning in.

5   Okay. So, I'm Cherie Givens. I'm

6 from Education and Outreach. And to begin

7 this session, our collaborative session, I'd

8 like to briefly recap what efforts we already

9 have underway to address the concerns of the

10 community.

11   We've examined the responses of

12 biennial surveys, depository library surveys,

13 public access assessments, discussions at

14 conferences just like this one, and of course

15 including this one as we move forward, one-on-

16 one meetings, and we've examined the reasons

17 given by libraries that have dropped out of

18 the program.

19   In response to this, we have

20 implemented projects that provide greater

21 access to information on FDsys, made program

22 requirements and regulations more concise,

23 we've increased cataloging services and

cooperative efforts, increased efforts to improve collection development and management tools, and developed an FDsys curriculum, and are in the process of procuring a learning management system in order to make that information accessible to everyone. But now, it's time for us to work together to shape the future of the FDLP.

We're asking for your participation to provide quantitative data to document and support the most pressing problems that are faced by FDLP libraries.

We need to come to consensus about the key issues that the FDLP library share, and to better understand and document the unique issues that are faced by certain states and regions, and also by certain library types.

We're seeking to document the issues in context and to build a foundation of both quantitative and qualitative research that will allow us to factually and conclusively support the need for changes.

1   GPO plans to analyze this
2   information and use this more in-depth and
3   comprehensive assessment of the current state
4   of the FDLP libraries as a foundation for the
5   national plan. It is also to serve as a basis
6   for clarifications, reinterpretations and
7   possible revisions to program regulations and
8   requirements.

9   We're seeking information from all
10   library types, and for all library types to
11   have an equal voice as we move forward with
12   this discussion.

13   We need your help in forecasting.
14   We are trying to get the fullest picture of
15   what is going on across the nation.

16   We want to know what initiatives
17   are going to be implemented and to help GPO to
18   determine how best to assist libraries and
19   determine what changes are most crucially
20   needed.

21   We are in the process of completing
22   our forecasting template and will be
23   presenting those elements to you today, and we

1 are seeking input to perfect this tool. We

2 want community input into how we should go

3 about filling out the last pieces of this.

4 And coming to this session, we will

5 be discussing the type of information we're

6 seeking, why we're seeking it, and asking the

7 community questions to help us to refine and

8 perfect the tool.

9 We also plan to do a pilot test of

10 the questions with different types of

11 libraries in the FDLP program to make sure

12 that we're asking the right questions, and

13 that we get back information that can help us

14 to bring about change.

15 Our current targeted date for

16 responses to the forecasting questions is June

17 30th, 2012.

18 In addition to the time that we'll

19 have today to discuss these issues, GPO is

20 providing an online community area for your

21 questions and to seek advice as you create

22 your own FDLP state forecast templates for

23 your state or region collaboratively.

1   There are many benefits to

2   completing these aside from just simply

3   assisting us and being a part of the change

4   that will happen.

5   By completing an FDLP state or

6   regional forecast, you're not only helping us,

7   but you're helping to better identify the

8   issues in your own library and to provide

9   documentation in a quantitative manner that

10   can support what's going on. It can be a

11   vehicle to inform others of the most pressing

12   issues that your library is facing, and to

13   bring this to your parent institution or

14   library.

15   In uniting in this endeavor, we can

16   shine the spotlight on the issues in context,

17   and it may be a useful mechanism for providing

18   change even across your state.

19   We have a new administration and we

20   have a new opportunity to work together to

21   address these issues, and I hope that you will

22   join us in doing so.

23   In addition to Kathy Bayer and Mark

1 Ames who have worked diligently on the

2 development of the FDLP forecast model and

3 research and examination of collaborative

4 efforts, we are pleased to have Blane Dessy

5 from the Library of Congress. He has kindly

6 agreed to facilitate this session for us.

7 And before I ask him to come up,

8 I'd like to tell you just a little bit about

9 Mr. Dessy's background.

10 Blane was appointed Executive

11 Director of the Federal Library and

12 Information Center Committee and the Federal

13 Library Network at the Library of Congress in

14 June of 2010.

15 Prior to this, he had been Director

16 of Libraries at the United States Department

17 of Justice, and the first Executive Director

18 of the National Library of Education.

19 Blane came to the federal

20 government after working as a state librarian,

21 a deputy state librarian, a library

22 consultant, and a public library director.

23 So, he brings quite a wealth of information

1 and expertise.

2 He is currently also an adjunct

3 instructor in management at the Catholic

4 University School of Library and Information

5 Science.

6 So, to start our discussion about

7 this collaborative endeavor, I am pleased to

8 welcome Mr. Blane Dessy. Thank you.

9 (Applause.)

10 MR. DESSY: Thank you, Cherie, and

11 thank you all for being here. I took off my

12 jacket, because this is going to be a work

13 session. So, it's going to be a lot of fun.

14 I want to start by saying how

15 impressed I've been this morning by the FDLP

16 staff. I've known several of them for a

17 number of years. But just in talking to them

18 over the past week or so and getting ready for

19 this, and then being here and hearing their

20 comments this morning, I, as an outsider, sort

21 of that disinterested third party, I am really

22 impressed by the dedication of the staff that

23 is here today and the work that they have

done.

Sometimes when we're outside of the Washington area, we think what do they do? Why are they doing that? Couldn't they be doing something more effective for us?

But I just want to thank you all for the efforts that you make as staff to really make this program better and better every day. So, I just had to get that off my chest. Okay.

I also wanted to say that I am a librarian. I've been in lots of different types of libraries. Actually, many of the libraries that I've worked with have been depository libraries. So, I've dealt with the issues of depository libraries, but I am here as that disinterested third party.

I'm not here to tell you what is so good or what is so bad. I'm here to engage you in a conversation about what we need to be doing over the next two years.

And what I really want to impress upon you this morning if I can get my bully

1   pulpit out, is that this program is yours. We

2   do have this wonderful staff working here, but

3   this is -- the ongoing success of the FDLP is

4   dependant upon you and your energy.

5   So, just as the staff here has been

6   very committed to this, I really want to ask

7   each of you, if I may, to become just as

8   committed to seeing that the work that gets

9   done is really of the best level and that each

10   of you commits to making it as successful as

11   can be.

12   So, this is the time for you to

13   take ownership of the process and to really

14   make it work and to support not only each

15   other, but the staff here in Washington, D.C.

16   So, I'm going to take you through a

17   few pieces of information. We're going to

18   stop along the way, because we have

19   microphones set up because we do want to

20   elicit information back from you.

21   I've already been told that Mark

22   Ames has just lots of things he's dying to

23   say. And so, I've given Mark permission just

1   to sort of jump in when he feels so moved, or

2   anybody else, for that matter. All right?

3   If you can't wait to say something,

4   just stand up and say it. And I can deal with

5   that, okay?

6   So, what we want to do is we want

7   to have the community members, that's you,

8   determine the needs of your libraries and your

9   constituencies within your state and your

10   region.

11   This is going to play up to a

12   national strategy, okay? And that means that

13   each of you has a role to play.

14   Can we flip through to that map

15   real quickly - or the chart. The pie chart.

16   There we go.

17   I want to reiterate a point that

18   Mary Alice was making earlier this morning.

19   There are many different types of libraries in

20   this community. All of you play a role,

21   right? All of you bear some responsibility

22   for making this a successful activity.

23   And if you've felt like you've not

1   had a voice before, if you feel like you can't

2   be heard because the larger libraries are

3   taking up all the air in the room, this is

4   your time.

5   So, whether you're with an academic

6   library, a public library, a state library,

7   whatever, this is really an opportunity for

8   you to become invested in the future and to

9   really make your voice heard.

10   So, I just want to reiterate what

11   Mary Alice said. Everyone needs to be heard

12   in this process, okay?

13   So, let's move on. And all of

14   those, I should say, are going to be weighed

15   equally. All of those inputs are going to be

16   weighed equally by the staff when they get

17   those results. So, the results will not be

18   skewed one way or the other.

19   I've got so many charts up here and

20   notes. I have to tell you the staff was

21   exceptional. They gave me more notes and

22   charts to work from. So, I'm sort of

23   multitasking.

1   And I must tell you I have to have

2   Cherie up here, because I cannot speak and

3   advance PowerPoint at the same time. One time

4   I was giving a presentation and I was

5   speaking, and I was supposed to be advancing.

6   And I was twenty minutes into the

7   presentation and had never advanced a single

8   slide. So, that's why I have Cherie who's

9   going to keep us on target here. Okay.

10   So, let's talk about creating that

11   FDLP state forecast, okay? We really need

12   your help to identify the pressing needs of

13   the libraries in your state. That's very

14   important.

15   Now, earlier we heard the usual

16   litany of needs that every library has. And

17   I've heard it since the day I got out of

18   library school, right? And, I mean, I can

19   predict the future. You'll tell me it's

20   money, staff and space.

21   And if I were to ask you that

22   twenty years from now what are the pressing

23   needs of your library, you would say money,

1   staffing and space.

2   I think we all get that. There's

3   never enough money, there's never enough

4   staff, there's never enough space.

5   However, I don't believe that can

6   be all of the needs that you may be having.

7   And this is the time for you to think

8   creatively about what some of those other

9   needs might be such as training, the impact of

10   technology,   rethinking   your   collections,

11   rethinking your collaborations.

12   So, what are some of those needs?

13   You need to think creatively about what those

14   are and really not contain yourself to that

15   big trio that we hear about time and time

16   again.

17   The other value of doing this type

18   of activity is that it shows the value of your

19   depository within your own organization.   As

20   librarians, we also feel we never get enough

21   respect, right? No one knows what I do, no

22   one appreciates me, I'm off in some wing of

23   the library, no one cares.

1   This is a chance for you to break

2   that mold if it exists in your organization.

3   Talk to your management.   Talk to your

4   colleagues.   Talk to your users.   This is a

5   chance for you to take that leadership role in

6   helping to think about the future.

7   And you can talk about the value of

8   free access to government information and how

9   it really does make a very positive impact in

10   people's lives.

11   So, you can use this not only as a

12   way to gather information.   You can also use

13   this, and I'm real big on this, as sort of

14   internal or even an external marketing tool.

15   What do we do?   Why do we do it?

16   And   here's   why   it's   important   to   this

17   organization.   Start   thinking   about   that   as

18   you think about the future of your libraries.

19   How are we doing, Cherie?

20   DR. GIVENS: Good.

21   MR. DESSY: Okay. Working together.

22   So, let me give you some of the ground rules

23   for this.

1   First of all, you have to work

2   together, right? That means if you've not

3   talked to some of your fellow FDLP members,

4   you should. And you should do so regularly,

5   right? You may not always agree, but you

6   should keep those lines of communication open.

7   In fact, I might even go so far

8   since I'm doing this extemporaneously, to

9   suggest you should also talk to people in

10   libraries who aren't in the FDLP program,

11   because maybe they could use some of the

12   expertise that you have or they could use some

13   of the information that you have.

14   So, I know we were talking about

15   getting all the FDLP members in the state to

16   work together, but let's think big. Maybe

17   there are people not in the program that need

18   to be consulted about what you're doing. And

19   there are avenues for you to do that, okay?

20   So, we need you to work together.

21   And I think most of you probably have some

22   familiarity with that. We need you to be

23   concise. Mark was ranting about that just a

1   few minutes ago.

2   I believe in the notes that Cherie

3   had given me, the staff is asking for five

4   pages, right?   Front and back, five pages.

5   Ten pages of content, five pages of print; is

6   that right?

7   DR. GIVENS: Yes.

8   MR. DESSY: And since we're all

9   trying to be green, duplex it.   That's a good

10   idea, okay?

11   (Laughter.)

12   MR. DESSY: They should be one inch

13   on either side, an inch-and-a-half on the top,

14   and an inch-and-a-half on the bottom.   No

15   smaller than 14 point font.

16   (Laughter.)

17   MR. DESSY: Some of us have old

18   eyes, right?   And now I've lost my train of

19   thought.   I got so consumed in thinking about

20   margins.

21   Now, I'm saying do I need to really

22   talk about like color and stuff like - no, I

23   don't.   I don't need to do that at all, but

1   they need to be concise. These reports need

2   to be representative of all the libraries in

3   the state.

4   The idea is that you in your own

5   library, are going to fill out this form which

6   is going to be available on the website around

7   November the 10th.

8   So, I don't want you taking the

9   handout you got this morning and rushing home

10   immediately and putting pen to paper. You

11   should look at it, think about it, but the

12   actual form becomes live around November the

13   10th and it will be on the website.

14   The idea is that each of you in

15   your own library working with your colleagues,

16   is going to do that. Then as a state group,

17   you're going to come and it's going to be

18   merged into a larger state summary.

19   So, the final result is going to be

20   fifty summaries - do the territories count?

21   Okay. Fifty-ish summaries will be coming in

22   to be reviewed and analyzed by the GPO staff,

23   okay?

1   Now, I understand, and, Mary Alice,

2   you can correct me if I'm wrong, you're going

3   to be asking the state library agencies to be

4   the coordinator for this?

5   MS. BAISH: We're asking them for

6   their help.

7   MR. DESSY: Okay.   Because it's

8   sometimes hard, well, who's in charge?   Who's

9   going to really do the synthesis?   Where do I

10   send this thing once I get it done, etcetera,

11   etcetera.

12   So, your state library agencies

13   will be asked to assume some role in that, but

14   all those little details will become clearer

15   around early November, okay?

16   So, this is a chance for you not

17   only to think about your own library and your

18   own constituencies, because remember we're

19   public service, right, your constituencies,

20   but it's a chance for you to talk to your

21   peers about the state as a whole and where

22   things could be made better or made different.

23   And the idea is that you would

start in November, have this completed and
sent to GPO in June of 2011.

MS. BAISH: June 2012.

MR. DESSY: June 2012. I just
finished Fiscal Year 2011, and I can't make
that transition.

Which means you have about six good
months, probably. The holidays are coming up.
People are going on vacation. If you really
think about it, it's maybe about six months of
realtime, six or seven months of realtime for
you to do your own, do your synthesis and get
that in to GPO.

So, it's time to start thinking,
and it's time to start thinking very, very
creatively.

Does that make sense? I think
that's the first part - oh, go back. I forgot
GPO is going to take those reports, analyze
them, summarize them, address issues and make
some predictions about the future.

When I teach management, what we
really call this is the environmental scan.

This is knowing your environment, knowing your community.

When I was hearing about the biennial survey earlier this morning, I was thinking, well, that's really telling me about the libraries.

Now, we want to hear about you and your relationship to the community, which is a much different type of conversation that GPO wants to have with all of you. And in some ways, it's perhaps the more important conversation that we all need to be having as we move forward into the future.

Okay. Everyone cool, calm and collected? Do you see the point of why we're trying to do this? No? Yes? Give me some feedback, because there's a quiz at the end of this.

(Laughter.)

MR. DESSY: All right. Your future is hanging by a thread.

Okay. So, that was the introduction. That was the introduction to

1   doing the plan, and now we're going to walk

2   through that a little more specifically and -

3   let's start with that.

4   So, what do we mean when we say

5   what is a forecast? And again, I think you

6   have the actual template in front of you on

7   some colored piece of paper. It's a handout.

8   It's in blue - it's on yellow. I'm sorry.

9   Yes, sir.

10   MR. SUDDUTH: Before we move on, I

11   just wanted to ask a question.

12   MS. BAISH: Use the microphone.

13   MR. SUDDUTH: There it is. You've

14   mentioned two levels of information. Most of

15   it is state, but you've also mentioned region.

16   MR. DESSY: Right.

17   MR. SUDDUTH: And so, is region a

18   really defined area of which forecasts are

19   going to be done, and who's going to do the

20   forecasting for the region? And is region

21   within a state, or is region within a group of

22   states?

23   MR. DESSY: Okay. I'll tell you

1   what I think, and then I'm going to turn it

2   over to the experts, right?

3   To me, a state is a state.

4   MR. SUDDUTH: Well, I mean, I'd

5   agree with that.

6   MR. DESSY: Right? I know it sounds

7   simplistic, but I kind of have to set the

8   terms.

9   To me, a region generally means one

10   or more states in collaboration, but that's my

11   definition of it. However, we do have staff

12   here who can probably give you a more explicit

13   answer.

14   MS. BAYER: We're asking each state

15   to do a state forecast. For those in Hawaii

16   and Florida, we're asking you to work with the

17   territories. It would be fascinating to see a

18   territory forecast. And they will create that

19   information and bring it to the state.

20   For the action plan that's coming

21   up after the forecast, we're asking for plans

22   from the current area served by regional

23   depositories.

1   So, for example, Maryland serves

2 D.C. and Delaware as well. So, we would get

3 an action plan from those three, or they could

4 create their own action plan per state.

5   But for the forecasts, we're

6 looking for a forecast from each state. And

7 then Hawaii and Florida can determine whether

8 or not they want to include the territories.

9   MR. SUDDUTH: Are other entities

10 going to be asked for action plans since there

11 are groups of libraries that work together?

12 Is that going to be included or possibly

13 included?

14   MR. DESSY: When you say other

15 groups, can you be a little more specific?

16   MR. SUDDUTH: Consortia.

17   MR. DESSY: Okay, consortia.

18   MS. BAYER: Well, actually we're

19 asking you to include information about that

20 in your action plans.

21   MR. SUDDUTH: Okay.

22   MS. BAYER: We'll be getting there a

23 little bit later, but that is exactly what we

1   want to know.

2   MR. SUDDUTH: Okay.

3   MS. BAYER: We want to know if, say,

4   all 49 states want to go to Hawaii and work

5   with Hawaii.

6   (Laughter.)

7   MS. BAYER: Just for an example, we

8   want to know what consortia you have, what

9   consortia you're planning, and those kinds of

10   things.

11   MR. SUDDUTH: Okay. Because within

12   states, there are certain areas where there

13   are, what, nine depositories around St. Louis.

14   There are eight to ten depositories in the

15   Atlanta area. I mean, I could see where that

16   would apply too.

17   MS. BAYER: Actually, that's a

18   precursor to information you're going to hear

19   later in the day, yes. So, you're exactly

20   right, Bill.

21   MR. DESSY: Did that answer your

22   question, sir?

23   MR. SUDDUTH: Thank you.

1   MR. DESSY: Any other questions

2   before we proceed? Bill broke the ice for us.

3   So, thank you for doing that.

4   (No response.)

5   MR. DESSY: Nothing else, okay.

6   Let's keep moving.

7   So, let's talk a little bit about

8   what we mean when we say a forecast. And,

9   again, the forecast over the next several

10   months is going to be occurring at two levels,

11   right?   The individual depository level,

12   because you're all going to be asked to sort

13   of do one for your own organization, and then

14   the larger state forecast.

15   So, think of this - I'm only going

16   to be sort of going through this once, but you

17   need to think of it as it occurring twice, in

18   a manner of speaking.

19   So, a forecast really contains

20   those components that we think about when

21   we're doing those environmental scans, those

22   community analyses, those strategic planning

23   documents. And the first one we want to talk

1 about are the economics of your situation.

2 Do we have a separate slide for

3 that, or no? I thought we did. Thank you.

4 Thank you, Cherie.

5 So, even though I've said I already

6 know none of you have enough money, we're

7 going to ask you about money anyway.

8 What is the status of your budget?

9 And by that, we mean your individual

10 library's budget. Is the X library's overall

11 budget going up or down? And, again, I think

12 that's going to be - that's going to have to

13 be just a loose projection perhaps.

14 And then the question becomes,

15 well, within that, how is your depository

16 program fairing?

17 Is it rising proportionately? Is

18 it declining proportionately? Is it being

19 shrunken   disproportionately,   etcetera,

20 etcetera, etcetera.

21 So, we need to know a little bit

22 about how your library is fairing financially

23 and how your depository program is fairing

1   financially.

2   And I would think when it comes up

3   to do the state level, there will probably be

4   a broader statement about the overall economic

5   status of libraries in that state.

6   MR. AMES: And I just want to make

7   it clear that we're not asking you to tell us

8   what your budget is. Is it going up, down, or

9   is it remaining static?

10   We don't need to know the numbers.

11   We just sort of need to know the trend.   I

12   want to make that clear that you don't have to

13   go out and get all these sort of financial

14   figures. Just give us a trend up, down, or

15   static.   That's what we're looking for on

16   that.

17   MR. SUDDUTH: Thank you.

18   MR. DESSY: I bet we can all guess

19   what we'd say, right?

20   (Laughter.)

21   MR. DESSY: All right. We also want

22   to know about the economic health of your

23   communities. It's a hard time in America. A

1   lot of communities are depressed. On the

2   other hand, some communities are thriving.

3   So, is your community on its way up, holding

4   its own, or on its way down?

5   Again, as Mark had just said, we're

6   not looking for real specific economic

7   indicators, but we're looking to see what is

8   the overall financial health of your larger

9   community.

10   Now, when we get to the state

11   level, it might be a little trickier, because

12   there can be pockets of affluence that are

13   bursting open, and there can be probably some

14   very severely depressed economic areas.

15   So, I would think at the state

16   level it's going to get a little more

17   complicated, but still can be kept to a fairly

18   simple description.

19   Continuing education

20   opportunities, I'm assuming this is for

21   library staff, not for the community at large,

22   right? So, do you have opportunities for

23   continuing education?

1   I know when I've spoken with Mary

2   Alice and some of her staff, the issue of

3   training comes up again and again and again.

4   We need more training. We need more localized

5   training. We need training on our desktop

6   computers. We need training on an as-needed

7   basis. We need short tutorials.

8   So, what source of opportunities

9   are you getting for continuing education

10   opportunities? And again, are you seeing an

11   increase? A decrease? Tell us.

12   Can you go to the mic?

13   PARTICIPANT: All   types   of

14   continuing education within the library?

15   MR. DESSY: Or just FDLP.

16   MR. AMES: Mostly we're looking for

17   the sort of financial levels of support that

18   you're getting as a coordinator to go and get

19   continuing education or government info.

20   We   really   want   to   narrow   it.

21   That's very specific to your situation at the

22   library and what sort of financial support

23   you're getting for continuing education.

1   MR. DESSY: What we're trying to

2   tease out of this is the continuing education

3   financial support.

4   MR. AMES: Yes.

5   MR. DESSY: Okay. Not so much ten

6   programs versus five programs, but is your

7   continuing education budget going up or down,

8   or do you have a budget, right?

9   Okay. Thank you for asking that.

10 That's an important distinction to make,

11 because that's another financial indicator,

12 okay?

13   And then we also want to know about

14 anticipated impacts or risks such as changes

15 in the services offered, the service model,

16 staffing, collection development or other.

17   The question here is, given what

18 you've just told us about your financial

19 situation, what's that leading to? Is it

20 leading to less staff; do you think? Is it

21 leading to less collection development? Fewer

22 hours for public service?

23   Many libraries are cutting their

1   hours. So, does that mean that public access

2   to this information might be somewhat more

3   limited than it is?

4   This is sort of your summary

5   statement.   Now that we've laid out the

6   economic information, what's that really

7   translate into for us?

8   Yes, sir.

9   MR.   WOODS: So,   just   from   a

10   practical standpoint -

11   MR. DESSY: Sure.

12   MR. WOODS: -- I have some concerns

13   about the questions that you're asking.

14   MR. DESSY: Okay.

15   MR.   WOODS: And   the   fact   that

16   because you're asking us about economic

17   indicators, all of us are going to do this

18   differently.   And it seems like a lot of that

19   information   like   demographics,   economic

20   indicators, population decrease, increase, all

21   of this is out there.

22   MR. DESSY: Yes.

23   MR. WOODS: And if you have a single

1 person that is going to standardize the way

2 that information is collected, you're going to

3 get a better sample, consistent sample of our

4 areas with the same methodology as opposed to

5 having us go out there and do it in different

6 ways, in different mechanisms.

7 I can see asking questions that the

8 information is not out there like the Census

9 doesn't have it or the economic indicators

10 aren't out there.

11 MR. DESSY: Yes.

12 MR. WOODS: But it seems like some

13 of those questions you're asking us, the

14 information is out there.

15 MR. DESSY: There you go.

16 DR. GIVENS: Okay. So, I would like

17 to address that because part of this process

18 is for us to get your opinion of what's going

19 on.

20 Obviously, we're all librarians.

21 So, we can all gather this information. And

22 I'd like to think that since we've all had

23 research methods classes and some education in

1   that, that we won't be getting that far apart

2   on it, but what we want to know is your

3   perception of what's going on.

4   Because just as important as the

5   information itself, it's a good understanding

6   of what people feel is going on. And also,

7   it's looking at the different types of

8   libraries within your area. And we don't have

9   the access to that sort of information.

10   Yes, we can get state forecasts

11   that would tell us this, but can we get it for

12   the public library? No.

13   MR. DESSY: Well, I mean, let me

14   just jump in here as the facilitator. I mean,

15   I understand exactly what you're saying,

16   because a lot of this is sort of statistical

17   data that may be available. But what I'm

18   always interested in hearing about as a

19   program manager, are the perceptions.

20   Regardless of what the facts may tell me, what

21   are the perceptions?

22   Are people feeling optimistic about

23   the future? Are they feeling pessimistic

1   about the future? Is the glass half full, or

2   half empty?

3   And I think that's also what the

4   staff here wants to hear. They want to hear

5   how you're feeling about the future of this

6   program, the future of your library, the

7   future of your community, things like that.

8   So, thank you, sir, for that comment.

9   Yes, ma'am.

10   MS. ORTH-ALFIE: So, just a point of

11   clarification.   You're asking more for a

12   narrative of - rather than just a bunch of

13   statistics?

14   DR. GIVENS: So, we're asking for a

15   combination.   None of these questions is

16   asking as for giving your precise budget.

17   We're asking do you feel it's going up? Is it

18   going down?

19   And, yes, we assume that you would

20   look at some of that information, but it's,

21   yes, it's going to be a short narrative as

22   well because what we're trying to do is a

23   mixed methods study where we're getting both

1 quantitative and qualitative information to

2 get the most comprehensive picture that we can

3 to make decisions about how best to assist

4 libraries.

5 MR. DESSY: Right. For example, I

6 could imagine if I were asked that question, I

7 might say in looking at my past five years,

8 our budget has either declined on a certain

9 percentage through each of those years, our

10 budget has actually had level funding, which

11 means I've lost all sorts of purchasing power

12 over the past five years, or over the past

13 five years I've seen incremental growth of one

14 to two percent per year.

15 I think that would - yes, ma'am.

16 MS. HODUSKI: Bernadine Abbott

17 Hoduski.

18 I think it's important to also get

19 the data on the institution that they're part

20 of.

21 If you're at Harvard or Columbia

22 with a great big endowment for your

23 institution, it's certainly a different

1 situation if you're at the University of

2 Montana where there's no endowment.

3 MR. DESSY: Yes.

4 MS. HODUSKI: And so, just because

5 the library level or the documents level

6 budget is not increasing, doesn't mean the

7 institution doesn't have a lot of money.

8 MR. DESSY: Correct.

9 MS. HODUSKI: They have chosen how

10 much money they are going to devote -

11 MR. DESSY: Correct.

12 MS. HODUSKI: -- to the library.

13 They may be building a new football stadium

14 rather than a new library.

15 So, unless you put it all in

16 context, you're not going to get a true

17 picture.

18 MR. DESSY: Right. Well, and I

19 think that's what the GPO staff would like to

20 see. If you have that context to add, then

21 please do it.

22 I mean, again, as you said, your

23 particular program might not be seeing any

growth at all. But if you're at an Ivy League school that has billions in an endowment and is doing very well and they're building all sorts of things whether it's football fields or medical labs, I think you can add that in to show the context of the situation in which you're dealing.

So, I think that's why not only do we want some of those numbers, but we want to hear maybe a little bit of what's behind those numbers.

MR. AMES: And the place to put that sort of narrative, just to be specific, is under anticipated impact risk, okay, to be very specific of where we're looking for that to show up.

MR. DESSY: Okay. Are there any other comments before we move on? Because now we're moving on to demographics.

(No response.)

MR. DESSY: I feel like I'm back in library school. We asked you about money. Now, we want to understand a little bit about

1   the demographics of the communities that

2   you're serving. The same type of thinking.

3   Is your population staying the

4   same? Is it changing? Are you in a rapidly-

5   growing metropolitan Sun Belt area? Are you

6   in a slowly-shrinking Midwestern Rust Belt

7   situation? Are the ethnicities changing? Do

8   you have a rapidly-growing Hispanic population

9   or Asian population?

10   We need to hear something about the

11   community that you're serving, okay?

12   MS. BAYER: May I interrupt just for

13   a moment?

14   MR. DESSY: Oh, I'm sorry. Yes,

15   it's you. I was looking in the audience for

16   someone.

17   (Laughter.)

18   MS. BAYER: I completely forgot, and

19   I really do apologize. I'm Kathy Bayer at

20   GPO. And for the sake of our court reporter

21   who has to work doubly hard, if you could

22   state your name and institution, that was my

23   fault. I forgot to do that when I spoke.

1   So, just a reminder, and I'm sorry

2   to interrupt the flow, Blane.

3   MR. DESSY: That's okay. Any

4   comment is a good comment.

5   Yes, ma'am, and your name and

6   affiliation.

7   MS. WALSH: I can wait if you want

8   to keep going.

9   MR. DESSY: No, no, no, no, no.

10   MS. WALSH: Mary Jane Walsh, Colgate

11   University.

12   Over what time period do you want

13   to see these changes?

14   MR. DESSY: I would think - I think

15   we would like to see them maybe perhaps

16   starting in the last few years, and maybe

17   projecting into the future for a few years.

18   I know that's a very loose answer,

19   but I think we're looking to see where the

20   pattern is going.

21   It seems like I didn't answer your

22   question. Mark, or Cherie?

23   MS. WALSH: It would be really

1   useful if we had a hard number so we're all

2   working on the same time frame.

3   MR. AMES: Sure. I'll just go ahead

4   and state - Mark Ames, GPO - I wouldn't go any

5   further back than five years, and don't go any

6   further forward than five years on your

7   projection on that.

8   MR. DESSY: Does that help? Okay.

9   So, you've got five years back, five years

10 forward.

11   Yes, ma'am.

12   MS. McKNELLY: Michele McKnelly,

13 University of Wisconsin, River Falls.

14   We have officially designated

15 congressional districts that our depositories

16 are supposed to serve. But in my instance,

17 that has absolutely nothing to do with

18 reality.

19   And so, when we're forecasting, can

20 it be the reality rather than the official

21 designation? Thank you.

22   MR. DESSY: You got that? We like

23 reality.

1   (Laughter.)

2   MR. DESSY: It can be any reality

3   you choose, I guess, you know?

4   (Laughter.)

5   MR. DESSY: Okay. It has to be the

6   officially sanctioned Mark Ames reality.

7   How's that? Okay.   Yes, ma'am, over on my

8   left.

9   MS. SMITH: Mary Paige Smith, Nova

10   Southeastern University Law Library.   I just

11   have a question about the purpose of this

12   presentation/discussion.

13   It seems like we all want very

14   specific things. And it seems like the people

15   who are presenting, you all are - just have

16   kind of vague parameters in mind.

17   So, my question is, will we be

18   getting more specific parameters before we are

19   required to produce these forecasts?

20   MR. DESSY: Do you want me to take a

21   stab at that, or would one of the staff prefer

22   to?

23   MS. BAYER: Hi. Kathy Bayer, GPO.

1   We hope to get some feedback today

2   based on the preliminary information that

3   we're sharing for each section. And we have a

4   projected date of sometime in early November

5   of when we're going to get all of the

6   specifics posted up on the FDLP Desktop, but

7   we do plan to have everything specific up

8   there for you.

9   This is just an opportunity for

10   discussion today for you to tell us what we're

11   obviously missing.

12   MS. SMITH: Okay. So, we can stop

13   asking specific questions.

14   MS. BAYER: Kathy Bayer, GPO.

15   Please ask specific questions,

16   because that will help us know what we need to

17   share in the instructions information.

18   MR. DESSY: But what I'm hearing is

19   that you would like the directions to be as

20   specific as possible.

21   Is that sort of the general

22   consensus that I'm feeling in the room? Okay.

23   I'm hearing this rumbling. What does that

1   mean?

2   MS. HALE: This is Kathy Hale, State

3   Library of Pennsylvania.

4   That is a resounding yes.

5   MR. DESSY: Okay.

6   MS. HALE: Because if we're going to

7   do this in the time period that you are

8   allotting to us -

9   MR. DESSY: Yes.

10   MS. HALE: -- the more specific

11   that you are to what you want from us, the

12   more those at state levels, regional levels,

13   the regional librarians, can go to their

14   selectives and say, this is what we want from

15   you when you work with us, because I'm sure

16   that we are going to get these questions

17   pounded at us.

18   MR. DESSY: Okay.

19   MS. HALE: And the more that we can

20   point to specifics, the better for all

21   involved.

22   MR. DESSY: Okay. Point well taken

23   and heard.   And I see the staff writing

1   furiously as we're speaking.

2   Yes, ma'am.

3   MS. AMEN: Kathy Amen, Blume

4   Library, St. Mary's University, San Antonio,

5   Texas.

6   I agree with Kathy, the other

7   Kathy, but - there's a lot of Kathys around

8   here. But I don't think there's any reason

9   not to have open-ended questions as long as

10   you're clear in the instructions about what

11   you want us to do, what you want us to give

12   you.

13   MR. DESSY: Right. And I think,

14   too, the data will tell us - well, the data

15   will tell the GPO staff one thing, but I think

16   what's going to be just as interesting is to

17   hear how you in your library or you in your

18   states are interpreting that data, right?

19   We can figure out the population

20   and the ethnicities and the - I mean, that's

21   all fairly straight forward. But what's

22   intriguing, at least would be intriguing to me

23   is, what's that really mean for you?

1   What hardships does that pose for

2   you, or what opportunities does that pose for

3   you, or what sorts of changes are you going to

4   have to be making over the next period of

5   years that we need to think about longer term

6   for Title 44 and what that's all about, right?

7   So, again, yes, I think the staff

8   heard clearly that you all want specificity,

9   but you would be remiss if you didn't put your

10   most well-informed opinions along with it.

11   Okay.

12   DR. GIVENS: I'd just like to add

13   that in addition to the feedback that we're

14   getting here, we're also opening a forum. And

15   if you think of any questions along these

16   lines that you would like to give to us in

17   terms of feedback, we would be happy to have

18   it and help us to further refine the tool.

19   So, this is not our only

20   opportunity, but we're writing down everything

21   you say now and we'll go through the

22   transcripts as well. And we definitely would

23   like to get as much feedback as we can to make

1   it the most comprehensive tool that we can.

2   MR. DESSY: Okay. Yes, ma'am.

3   MS. GERKE: Hi.   Jennie Gerke,

4   University of Colorado, Boulder.

5   MR. DESSY: Yes.

6   MS. GERKE: I'm just remembering

7   that 2009 biennial survey that we all guessed

8   answers to.

9   (Laughter.)

10   MS. GERKE: And it might be useful

11   in addition to these, like, what do you want

12   this for? In that final description, why are

13   you asking us this question?

14   So, I'm at a regional, and we just

15   put down the population of the state. It's,

16   you know, because if we know what you want,

17   what you're trying to do with these numbers,

18   then we can give you a better number. Thanks.

19   MR. DESSY: My overall impression is

20   this   data   gathering   is   going   on,   this

21   information gathering is going on so that it

22   can be analyzed by the GPO staff here and

23   really be used as a basis to have more

1   informed conversations about changes to Title

2   44, right?

3   So, this is sort of the data

4   gathering so that when you all come back

5   together and have future conversations about

6   where you're going with that particular part

7   of the code, you'll have some data that you

8   can talk about or some projected scenarios

9   that you'll be able to talk about as you think

10   through those issues.

11   Yes, ma'am.

12   MS. MORIEARTY: Hi. Jill Moriearty,

13   University of Utah.

14   I know you're going to have a cover

15   letter stating exactly that, but I want to

16   make it real clear I'm going to fill this out

17   with my team, but I'm going to have to run it

18   through at least two layers of administration.

19   And they're, honestly, going to ask

20   me all of these similar questions, and they

21   want it in one or two sentences. Why are you

22   doing this, why do I need to see this, and

23   what does this mean?

1   MR. DESSY: Okay. So, you want to

2   ensure that there's some very clear

3   explanatory language about not only this task,

4   but where it fits into the larger planning

5   strategy.

6   PARTICIPANT: Yes, jot it down for

7   our administrators.

8   (Laughter.)

9   MR. DESSY: You notice the person

10   who said that didn't identify his name and

11   institution.

12   I'm just teasing you. I'm just

13   teasing you. I happen to be an administrator,

14   and actually I concur with that.

15   Actually, if you can give it to me

16   in like three sentences, that's really fine,

17   right?

18   MS. MORIEARTY: No, it's fine. But

19   if I could have a half-hour or an hour, I'm

20   going to include this, but I'm also going to

21   pass other things too.

22   MR. DESSY: Okay, okay, okay.

23   MS. BAYER: That was Jill Moriearty,

1 University of Utah.

2   MR. DESSY: Well, and it sort of

3 goes back to that sort of internal marketing

4 that you can have with your own administration

5 about why this is important, why we're part of

6 this larger movement, why it's really going to

7 have a positive impact on the future of the

8 institution, etcetera, etcetera, etcetera.

9   Yes, ma'am.

10   MS.   JARRETT: Peggy   Jarrett,

11 University of Washington Law Library.

12   I know the turnaround time is very

13 short, but are you going to do any testing

14 with actual people who will be filling this

15 out?

16   And if not, I think that would be a

17 great idea even with the short turnaround.

18   MR. DESSY: So, you're asking about

19 the possibility of a test?

20   MS. JARRETT: Right.   Just like

21 you've done with the biennial survey this

22 year. Some people looked at it before it went

23 out, and some actual people like the people in

1   this room.

2   MR. DESSY: Okay.   I'll turn that

3   over to the staff for an answer.

4   DR. GIVENS: Hi.   Cherie Givens,

5   GPO.

6   Yes, we are going to do a pilot

7   where we send these questions out to each of

8   the different library types to get feedback on

9   exactly that before we release our full tool,

10   the completed tool.

11   But in addition to that, we're also

12   hoping to solicit feedback not just in this

13   forum, but also online so that we can have the

14   best chance at making it comprehensive and at

15   making it something that we can really use to

16   give us conclusive answers.

17   MR. DESSY: Now, would people who

18   aren't actually part of your pilot, be able to

19   comment on the form now?

20   DR. GIVENS: Yes.

21   MR. DESSY: I   mean, was   that

22   grammatically correct?

23   DR. GIVENS: We   welcome   feedback

1 here, online and up until it's completely

2 released, because our goal is to make it the

3 best possible and not simply to just release

4 it at a certain date.

5   We have our goal time on when to

6 release it. Because the quicker that we can

7 get rolling on this, then the better our

8 chances of getting things made in a timely

9 manner.

10   But, certainly, to have it be

11 accurate would come before having it be

12 timely.

13   MR. DESSY: Okay. Yes, ma'am.

14   MS. CHUA: Hui Hua Chua, Michigan

15 State University.

16   Am I correct in understanding that

17 GPO will not receive the individual responses

18 from individual libraries, and only the state

19 forecast?

20   I ask, because I can see myself

21 answering this for my institution in a very

22 different way from what other libraries in the

23 state would answer. And as such, I can spend

1   as much time as I like putting in as much

2   contextual information, but it will not be

3   reflected in the final state forecast.

4   MR. DESSY: Okay. Let me ask the

5   staff how will that be consolidated at the

6   state level to ensure that every library's

7   unique voice is heard somehow?

8   DR. GIVENS: Cherie Givens at GPO.

9   That's an excellent question, and

10 it's one that we have thought about. And what

11 we're hoping is that you will do each one for

12 your own library, and then come and meet and

13 have agreement for what you're going to send

14 out.

15   But in addition to this first step,

16 we're also going to be doing focused

17 interviewing, which would be a qualitative

18 step to add a different level of information

19 knowledge.

20   And, certainly, I think we would

21 welcome if you feel strongly that your opinion

22 would not be or has not been adequately

23 represented at the state level and you want to

1   go ahead and sent those in. By all means, do.

2   MR. DESSY: So, a group of

3   librarians could in addition to sending you to

4   the state summary, they could attach their

5   individual library reports.

6   Did you all get that? Okay. Yes,

7   ma'am, and then we'll come back over here to

8   my left.

9   MS. WALSH: Mary Jane Walsh, Colgate

10   University. Hamilton, New York.

11   I'd like to go back to something

12   that was said earlier and get clarification on

13   where we send these reports.

14   I   heard   the   higher   education

15   authority in our state, or are we supposed to

16   be sending these to the regional?   Who's

17   coordinating that state plan action? And

18   sorry, Michigan.

19   MR. DESSY: You're asking about

20   who's coordinating at the state level?

21   MS. WALSH: Yes.

22   MS. BAYER: Kathy Bayer, GPO.

23   We're asking that you send a state

1   forecast and an action plan, and we have yet

2   to share information about how those two

3   connect, to the Government Printing Office.

4   MS. WALSH: No, the state plan.

5   MS. BAYER: The state plan, just to

6   be sure about terminology, is something that's

7   completely separate from this. A lot of

8   states do have state plans. They tend to

9   focus on service guidelines.

10   MS. WALSH: Okay. A vocabulary

11   issue.

12   MS. BAYER: Yes.

13   MS. WALSH: And I may be jumping the

14   gun, but we as individual libraries are going

15   to fill out a forecast. Then somehow we come

16   together and have a state forecast, all right?

17   How is that coming together? I

18   thought I heard something about the higher

19   education agency and the states coordinating

20   that.

21   MS. BAYER: This is Kathy Bayer at

22   GPO.

23   We envision that you decide the

1   group that will do that, but we encourage all

2   federal depository libraries to be involved.

3   So, for example, if you've got a

4   GODORT-like entity within your state or an

5   entity called GODORT, that may be the

6   organization that does that. Some states

7   actually have a group of depository libraries

8   that got together and created a state plan.

9   So, you decide within your state

10   how to do that.

11   MS. WALSH: All right. So, us

12   dysfunctional states are in trouble.

13   MR. DESSY: But I think I may - so,

14   it would be helpful then to explain that also

15   in the material that's put up on the pages as

16   to how - now, I know that someone had

17   mentioned to me they were going to be talking

18   to the state library agencies for the types of

19   assistance they can provide. But all that

20   material will all be explained in more detail

21   when the final things are put up on the

22   website.

23   MS. BAYER: This is Kathy Bayer,

1 GPO.

2   We are asking you to report to us

3 fairly soon what organization is going to be

4 working on this within each state. And if

5 there hasn't been a group that has come

6 together within a certain period of time,

7 we'll certainly be working with you in your

8 state.

9   MR. DESSY: Yes, ma'am, and then

10 yes, sir.

11   MS.   MALLORY: Mary   Mallory,

12 University of Illinois, Urbana-Champaign, and

13 Kathy may have just answered my question by

14 reading my mind.

15   But in Illinois, and I'm sure this

16 is in the case in some other states and

17 regions, we have a Coordinating Council, a

18 Government Documents Coordinating Council.

19   So, my question was at what point

20 would they come into play and what role would

21 they have?

22   And in Illinois, for example, I

23 can't give you an exact percentage, but some

1   of the people who are serving on the

2   Coordinating Council are not depository

3   librarians. They may be university library

4   administrators. They may have other roles.

5   So, their interpretation of these

6   reports from the individual depository

7   libraries may differ from what those of us who

8   are direct depository information providers

9   might like to see in that report.

10   So, I'm concerned about this. And

11   I also wanted to add that - will you require

12   that the final report for each state be

13   publicly available to all of the rest of us,

14   including the people in the state? Thank you.

15   MR. DESSY: Okay. I'm taking the

16   nods from up here at the head table, that,

17   yes, the reports that are submitted will be

18   made publicly available. That's an

19   affirmative on that.

20   And I think, too, that because

21   there's so much variance among the states,

22   that perhaps it's going to be up to each state

23   to sort that coordination issue out. But I

1   also know that everyone here from the Federal

2   Depository Library Program is going to be

3   there to provide technical assistance to you.

4   So, as you start to move through

5   this process if you find that you're having

6   some difficulties or you're trying to

7   determine who's the best body to help organize

8   this, the staff here will be very happy to

9   help you with any of those issues.

10   MS. MALLORY: Could I just - oh, I'm

11   sorry.

12   MR. DESSY: I'm sorry, no. Finish

13   your thought.

14   MS. MALLORY: I just wanted to ask

15   that then when this meeting takes place

16   instead of just the Coordinating Council be

17   there, are your expectations that every

18   depository coordinator who has prepared one of

19   these reports, will be in the room at the same

20   time as that final report is determined?

21   Is that your image of this?

22   DR. GIVENS: Cherie Given, GPO.

23   I think that would be fabulous, but

1 probably somewhat unrealistic.

2 MS. MALLORY: Unrealistic, okay.

3 DR. GIVENS: So, no, we're not

4 anticipating that, but it is our hope that

5 coordinators of like-type libraries will talk

6 with each other.

7 What we want ideally is not to have

8 one group giving the opinion of what will be

9 the forecast for the state, but for everybody

10 to have an equal voice. And it's okay if

11 everyone doesn't agree.

12 This is what we want. But I think

13 the idea of having the - releasing the

14 information back and if you don't feel that

15 you were accurately represented, to be able to

16 send us that information as well, I think, is

17 a good solution. But I'm certainly open to

18 any other ideas and to discussing it.

19 MS. MALLORY: Thank you very much.

20 MR. DESSY: Yes, sir.

21 MR. GAUSE: Rich Gause, University

22 of Central Florida.

23 I think it would be a good idea if

1   you received - built into what you want is to

2   actually receive each of the individual

3   institution's responses, because the consensus

4   document for the state might have specific

5   opinions that could have been reflected in it.

6   And to say, well, if you disagree

7   with what your state consensus report said,

8   could put some people in a difficult position

9   of trying to, poof, push their response

10   forward.

11   If you just received it, then you

12   could actually see that yourselves.

13   DR. GIVENS: Cherie Givens, GPO.

14   Well, I must say that I am just

15   thrilled to hear this. When we first were

16   planning this, it was our thought that this

17   would be - that if we asked for that very

18   thing, that we might get a lot of pushback.

19   I am just thrilled if you want to

20   send us all the individual ones. I think that

21   would make the data so much richer and give us

22   a broader prospective. And, yes, we'd be

23   happy to take them.

1   MR. DESSY: So, you'll talk more

2 about that when you put out the official

3 materials. Okay. Thank you, sir.

4   Yes, ma'am.

5   MS. SELBY: Barbie Selby, University

6 of Virginia.

7   There are a lot of federal

8 libraries in Virginia, and I just wonder how

9 you plan to deal, you know, are federal

10 libraries going to be asked to do this as

11 well?

12   MS. BAYER: Kathy Bayer, GPO.

13   All federal depository libraries

14 are going to be asked to do this. There is no

15 distinction on library type.

16   MR. DESSY: Well, and, gee, if

17 FEDLINK can help you do that, we'd be happy to

18 do that. We talk to all the federal

19 libraries. We work with about 2,000 federal

20 libraries worldwide.

21   So, we can certainly if we can get

22 our muscle behind the GPO project, we'll

23 certainly be happy to do that.

1   Okay. Yes, ma'am.

2   MS. RAWAN: Atifa Rawan, University

3   of Arizona, Tucson.

4   I'm questioning the categories of

5   the forecast. What's most important to me are

6   issues these days where it's hard to find

7   information or legal in political situations.

8   And those are the ones that are impacting the

9   economic issues, and as well as other factors;

10 population, migration.

11   And so, I'm wondering if you can do

12 the grouping and categories such as that, that

13 other things could be grouped together with

14 that.

15   I mean, when we talking about legal

16 issues, nowadays there are a lot of issues

17 related to copyright, trademarks, legal issues

18 like illegal immigration and how it impacts

19 the population and so on and so forth.

20   So, I'm just questioning just the

21 validity of this grouping of the forecast.

22   MR. DESSY: Well, when we get

23 towards the end, you're going to see that

1   there's also sort of an open-ended question

2   which is what didn't we know enough to ask,

3   right?

4   So, if there are legal battles

5   swirling around your library or your state, if

6   there are those sort of issues, there is a

7   place for that information for you to add.

8   So, if you think that copyright is

9   going to be a major issue, then I think you

10   need to put that in your report and here's why

11   I think copyright is going to be a big issue.

12   I'm not a copyright expert. So, I

13   know nothing. But if there are issues like

14   that that you think need to be voiced or to be

15   heard by the FDLP staff, then I think you need

16   to build that in.

17   So, even though there might not be

18   a specific line item for that particular

19   issue, if it's important to you, it's

20   important to the staff here.

21   How's that? Yes, ma'am.

22   MS. CLARK: Kirsten Clark from the

23   University of Minnesota. Kind of just two

1   questions.

2   You mentioned the state agencies or

3   state libraries - state librarians. Seeing as

4   I talked to mine last Friday and this never

5   came up, I'm really wondering have these

6   conversations happened with these agencies

7   already? Where is that in the process of

8   this?

9   Because the piece I'm trying to

10   conceptualize is we have system in place with

11   the regionals and selectives where the

12   regionals have, you know, they're the ones

13   that in many cases pushed forward on the state

14   plans and the things that we're already doing

15   in terms of a region or state.

16   And I'm really getting the sense

17   that that's not necessarily what you're

18   focusing on here. That in many ways, the

19   regionals and selectives are kind of being

20   we're all at the same level, we're all, you

21   know, everybody's comments have the same

22   voice.

23   So, is that where the state agency

1 piece is coming in as kind of like that

2 outside entity to ensure that everybody is on

3 the same voice?

4 I guess I'm really confused as to

5 where that's fitting in and especially as I

6 haven't heard anything when I just talked to

7 the person last week.

8 MR. DESSY: Right. And maybe - I

9 maybe misspoke. I know that Mary Alice is

10 going to be attending the next COSLA meeting

11 in Santa Fe in the next week or so, I believe.

12 And it's her intention to speak with the

13 state agency directors about this project and

14 what role they can potentially play in it.

15 So, it's not been presented to them

16 as an unfunded mandate for a state library.

17 And some state libraries, I think, may choose

18 to have more or less involvement.

19 I mean, I think every state library

20 is a depository of one sort of another.

21 GROUP: No.

22 MR. DESSY: No. Oh, God, no.

23 (Laughter.)

1   MR. DESSY: So, I guess it's going

2 to be up to that particular state library

3 agency to decide what their role is going to

4 be, but it is going to be presented to them

5 and we'll work that out.

6   So, if you want to tell your state

7 library agency director he may be hearing

8 about this in the next couple of weeks, you

9 could probably do that.

10   Okay. Let's see. Who was first?

11 Yes, to my left. Go ahead.

12   MS.   MALLORY: Mary   Mallory,

13 University of Illinois, Urbana-Champaign, and

14 I apologize for belaboring this.

15   And this issue may not be an

16 elephant in the room for too many people, but

17 I've been carrying this elephant around with

18 me in my back pocket all week.

19   And how will you sort out the

20 responses from the individual institutions

21 that may be coming from the depository

22 coordinator versus coming from the library

23 administration?

1   MR. DESSY: So, the question is, how

2 will we distinguish between these reports

3 completed by a depository coordinator versus a

4 report compiled by a library director?

5   MS. MALLORY: It's not so much that

6 the director or administration would compile

7 it. It's that they will - I assume that most

8 of us will have our reports reviewed by the

9 library administration. And if they feel

10 compelled to revise or edit it, I wondered

11 how, you know, they may have one point of

12 view. I might have another, for example.

13   I just wondered if you're

14 anticipating that and what that means. And I

15 guess I'll leave it at that. Maybe it's just

16 something to think about and maybe I'm the

17 only one who's concerned about this. Thank

18 you.

19   MR. DESSY: I mean, Mark is saying

20 it is something to think about. Speaking as a

21 real bureaucrat, we people here in Washington

22 always have to be very careful about

23 respecting the autonomy of an institution.

1   So, it's going to be an issue, but

2   I don't know that a federal agency can dictate

3   who has the final sign-off on a particular

4   report that's submitted that way, but that's

5   my own answer.

6   Yes, sir - oh, I'm sorry. Yes,

7   ma'am. I'm sorry.

8   MS. SELBY: Barbie Selby, University

9   of Virginia. I guess I would just like to

10 sort of second what Kirsten Clark said.

11   I   do   hope   that   regionals   are

12 involved and I hope that we have the ability

13 to listen to every library in our state and

14 not force a particular way for that to come

15 out.

16   MR. DESSY: Right.

17   MS. SELBY: I think many selectives

18 and regionals around the country would believe

19 that is perfectly possible. And we already

20 have the relationships in the states with the

21 depositories that would that the world were

22 perfect, but the director of the state

23 libraries may not have those same kind of

1 relationships.

2 MR. DESSY: Exactly. Exactly.

3 Well, I think there's this desire to gather

4 the information. But as we know, every state

5 is different. And I think some of that's

6 going to have to be done at the local or the

7 state level so that it makes sense for you.

8 And I think that's where the

9 technical assistance from the staff here can

10 be very beneficial in working with you to make

11 that happen.

12 But, again, just to keep going back

13 to that point, everybody has a voice here.

14 Whether you're at a small public library, a

15 major academic library, a regional depository

16 library, everybody has a voice. And we just

17 need to ensure that every voice is heard.

18 Yes, sir.

19 MR. HAYES: Steve Hayes, University

20 of Notre Dame.

21 Coming from an academic

22 institution, this process is somewhat

23 familiar. I think it's going to be critical

1 the GPO articulate the purpose of this.

2 Because what I'm hearing here in

3 terms of some of the concerns and it's going

4 to be edited by my upper administration, we

5 don't have a coordinating body that we can do,

6 you know, this is the group that we got

7 together, is exactly the type of information

8 that is important to GPO to have to

9 synthesize.

10 If we know that, and Dan hinted at

11 it in one of his three points that he made, we

12 have to speak with one voice with - Congress

13 just wants to know what is it you want? And

14 it's not, well, I want five options. You pick

15 which one I want.

16 The information that we're giving

17 them will feed in to say, you know, we haven't

18 got a snowball's chance of any consensus of

19 anything based on data that's going forward.

20 And that if we wish to receive and get to one

21 of Dan's points, which is we have to go

22 forward with the plan, we have work behind the

23 scenes that we're going to have to accomplish.

1   And I think that's part of where

2   are we going with this?   What's the

3   information we would like to get? You need to

4   be able to see how we're going to get it to

5   you, because the conclusion is going to have

6   to go forward to, in essence, finally get this

7   50 different ways and different options and

8   umpteen things, you put it forward.

9   So, I think critical is going to be

10   exactly with what people have been asking for.

11   Give us the purpose, the type of information

12   that you want and we'll do our best to get

13   that communicated to you as best we can.

14   MR. DESSY: Thank you.   That's a

15   very nice thing to say.   Yes, ma'am - I'm

16   sorry. Yes, ma'am, and then the lady in the

17   red scarf. Go ahead. I'm sorry, I don't know

18   your name.

19   (Laughter.)

20   MR. DESSY: I had to identify you

21   somehow.

22   MS. HARPER: Beth Harper, University

23   of Wisconsin at Madison.

1   I just want to say for the record,

2   Wisconsin doesn't have a state library. Yes,

3   Mark knows that.

4   I am excited about this process,

5   but I will say - and I am one of the regionals

6   in our state.

7   Some of my libraries don't ever

8   comment on anything. It's like pulling teeth.

9   And I keep saying I come here and I represent

10 a big - I have been at a large academic

11 institution. And that's the perspective I can

12 give.

13   I need you guys to tell me what a

14 public library can give, and it is hard. Some

15 of these - some people don't have much time to

16 think about it.

17   So, the justification and any kind

18 of carrot that you can give to smaller

19 selectives to say and, you know, we are going

20 to use this information and it just - just me

21 saying they want to hear from you several

22 times, is not going to do it.

23   I have some ideas, but anything GPO

1   can do to entice libraries to participate -

2   and just that you guys understand that we

3   have, you know, I keep hearing every library's

4   voice will be heard.

5   I just have libraries that don't

6   want to say anything.

7   MR. DESSY: Okay. Thank you.   And

8   that's kind of one of the interesting issues I

9   think many people will be facing. And that's

10   what makes this such an intriguing issue,

11   because it's how do we energize everyone to

12   want to contribute something to this process.

13   How do we get those people who are

14   usually silent, to participate? And that's a

15   very intriguing question for me.

16   Yes, ma'am.

17   MS. SANDERS: I'm Ann Sanders from

18   the Library of Michigan.

19   I'd just like to suggest that we're

20   hearing over and over again that every voice

21   will be heard. And I understand that every

22   state has its own, for lack of a better word,

23   politics about who speaks and who doesn't and

1   who speaks for who.

2   And I think GPO has already given

3   themselves a very effective vehicle for

4   addressing that when Cherie said that they

5   would be conducting interviews.

6   A lot of the kind of concerns that

7   are being expressed here about does it come

8   from the coordinator, does it come from the

9   institution, I don't have a state library, you

10   know, all of those - and some people don't

11   want to talk and you can't make them, all of

12   those things can be addressed, I think, very

13   effectively by GPO through the interview

14   process once they get the information from the

15   states about their environmental scan.

16   And I think it's built into the

17   process, and I think we're kind of belaboring

18   the point to no end.

19   MR. DESSY: Right. And what's going

20   to happen is once these reports come in which

21   will be due in June of 2012, GPO is then going

22   to take a reasonable amount of time to analyze

23   those reports.   And I'm sure there will be

1   many, many interviews, calls, follow-up

2   conversations about what was meant or what,

3   perhaps more importantly, was left out.

4   So, yes, ma'am.

5   MS. TATE: Vicki Tate, University of

6   South Alabama.

7   I'm in one of those states that has

8   two regionals, one of which currently does not

9   have a depository coordinator and will not be

10   filling that position any time soon. So, we

11   are down to one regional effectively.

12   My request to you is to make sure

13   that these transcripts that you're compiling

14   from this meeting be published before you put

15   this out.

16   I'm the only one from Alabama at

17   this meeting. So, I'm going to be talking to

18   my regional and let him know what's going on.

19   But I think it would be helpful to make sure

20   that all these comments that are coming

21   through are available for those who have not

22   been able to attend these meetings, to know

23   what's going on and what the issues might be.

1 Thank you.

2 MR. DESSY: So, you would like to

3 see the actual transcripts, not just

4 summaries.

5 MS. TATE: Whatever the - don't you

6 normally do transcripts for some of these

7 things and that's the reason why you're

8 getting us to identify -

9 MR. DESSY: Oh, yes, yes.

10 MS. TATE: I'm assuming those will

11 be available on GPO, right? Okay. But do it

12 in the near future, not six months from now

13 when we've already had to deal with it.

14 MR. DESSY: Okay. Point well taken.

15 Yes, ma'am.

16 MS. STEWART: Tammy Stewart,

17 Missouri State University.

18 I would just like to ask a favor,

19 and it may be a silly favor. But the first

20 thing I can hear my director saying is, why

21 are we doing this? We just did the biennial

22 survey.

23 So, can you please make it clear

1   why this information is needed in addition to

2   the biennial survey?

3   MR. DESSY: And make a clear

4   differentiation between the biennial survey

5   and this data-gathering exercise.

6   MS. STEWART: And it's purpose.

7   MR. DESSY: And it's purpose, okay.

8   Okay. We've got to move on, because I've got

9   to get you out of here by noon. I believe

10 that's your lunch hour, and it's already 25 to

11 12:00.

12   So, this has been great, by the

13 way. We're always concerned is anyone going

14 to say anything at all? And the fact that

15 you're all being so engaged -

16   (Laughter.)

17   I mean, what you'll see as part of

18 the forecast document, there are other pieces.

19   There are issues that we would want you to

20 address, but you already have those.

21   So, we're going to jump ahead to

22 the state-focused actions and the national

23 strategy, right?

1   Now, this is where those individual

2   reports are being put together into the state-

3   focused action plan. Am I stating that

4   correctly? Okay. And it's the green handout.

5   So, everyone pick up that green

6   sheet of paper, right? So, this is taking

7   those state documents that you - or those

8   individual documents and - let me see here.

9   Yes, and then building that synthesis

10   document.

11   And you can see it states

12   specifically here, state and regional

13   initiatives. That should be built into the

14   state-focused action plan. And then that's

15   going to build into the national plan, which

16   again is going to be used to inform

17   conversations about the future of Title 44,

18   okay?

19   So, we're building up. We're

20   starting at the grass roots, and we're

21   building up to the state.

22   So, the state-focused action plan.

23   And, again, I want to reiterate I think Mark

1 had told me this is the five-page, double-

2 sided, state-focused action plan.

3   We want this to build on the issues

4 identified in your state forecasts. If every

5 one of your individual reports paints a very

6 gloomy economic picture, we need to hear that.

7   If there are bright spots in the

8 economy in your state, and there are depressed

9 areas, that needs to be identified in there.

10   The state-focused action plan needs

11 to be representative of the entire FDLP

12 community in the state or region, but I want

13 to harken back to the comment made by the

14 gentleman from UCF that you can attach your

15 individual plans so that if you feel that

16 there are things not being described or put

17 out there forcefully enough, you can do that

18 as well. But the state plan is meant to be

19 the overview.

20   And the state plan should also

21 include those initiatives for all the

22 libraries or initiatives that specific types

23 of libraries want to take. That is, what are

1   you going to be doing? What do you think you

2   want to be doing over the next, let's say,

3   five years?

4   MR. AMES: It's listed right on

5   there. We're looking for the next one to five

6   years, the initiatives you're going to be

7   taking. So, there's your time frame.

8   MR. DESSY: Okay. Is this making

9   sense so far? Okay. You want to click to the

10 next one?

11   GPO is asking you not only to talk

12 about initiatives, but what specific goals you

13 want to have over the next several years for

14 your state or regional, how those goals are

15 really going to strengthen the role of the

16 FDLP in an improved service to the public, and

17 how you're going to develop and maintain

18 federal government information, reference

19 skills, expertise and services.

20   So, these are your summary

21 statements, I suppose. When you look at all

22 those individual plans, what can you say about

23 the large group as a whole in terms of

1   initiatives, goals, training, public access,

2   etcetera, etcetera, etcetera.

3   Again, while GPO wants to have

4   data, I think what GPO also wants to hear is

5   what do you as a group of people in a

6   particular state, see your future as being,

7   all right? What does the future hold for you?

8   How boldly do you want to move into the

9   future, or are you just too browbeaten to do

10   anything other than survive the future, right?

11   I would suggest you go with the

12   former. Okay. Moving on, Cherie.

13   And then an example of a state

14   initiative is all federal depository libraries

15   will   have   appropriate   collections   and

16   expertise so as not to put too much burden on

17   any single library.

18   And then the steps following from

19   that would be determining needs in areas of

20   expertise,   distributing   materials   to   each

21   other, develop reference service, develop best

22   practices for question referral.   Sort of a

23   shared or virtual reference system, perhaps.

1   So, that's what GPO is trying to

2 get a sense form the states about - or the

3 regionals. Okay.

4   Now, this is, again, just to

5 reiterate, this is all supposed to be done and

6 to GPO by June 30th, 20102. Don't really

7 start putting pen to paper until you see the

8 material officially on the website in early

9 November.

10   And since the staff here has been

11 taking really copious notes, there will be a

12 lot more material on the webpage in early

13 November explaining the why's, the how's,

14 etcetera, etcetera, etcetera. Okay.

15   I'm sorry. Go right ahead.

16   MS. BAYER: This is Kathy Bayer,

17 GPO.

18   I'm not familiar with forecasting

19 and action plans. I had to have my very

20 knowledgeable colleagues go through an example

21 for me to really understand it. And we tried

22 to provide some examples on the yellow and

23 green handout.

1   So, just summarizing the process,

2   you at your individual library develop your

3   own state forecast. You find out the data

4   about the economy. And then you go a step

5   beyond that, a step beyond the data that's

6   publicly available nicely from the U.S.

7   government in many cases, and you list risks

8   or anticipated impacts on that.

9   So, for example, there are - you

10   anticipate your population is decreasing and

11   anticipated impact is that your collection is

12   no longer going to serve the federal

13   government information needs of the community

14   served.

15   So, then you take that, synthesize

16   all that into a state forecast, one document.

17   And then you create one action plan. And you

18   take all of those RISKS and anticipated

19   impacts that you've created - is that correct?

20   I've got it.

21   You take all those RISKS and

22   anticipated impacts, and you develop

23   initiatives based on those.

1   And you can - this is where you

2   list or describe what consortia you have. You

3   could say I'm going to utilize the existing

4   consortia, or I would like to dream up this

5   new consortia or collaboration that is going

6   to serve this purpose.

7   So, we need the forecast to go into

8   the action plan, and the action plan develops

9   into the national strategy.

10   I hope that clarifies. I certainly

11 wasn't familiar with these tools before.

12   MR. DESSY: Okay. Oh, I see people

13 have questions.

14   Yes, ma'am.

15   MS. WALSH: Mary Jane Walsh, Colgate

16 University. Thank you. That answered the

17 second of my two questions. The first is a

18 comment.

19   June 2012 is the end of my fiscal

20 year. My fiscal year has already been

21 plotted. This is a lot of work in a very

22 short period of time. I think you've given us

23 too little time.

1   MR. DESSY: Okay. The staff is

2 taking, I mean, I don't - I cannot speak about

3 that issue, but I'll turn it to Cherie.

4   DR. GIVENS: Cherie Givens with GPO.

5   I will take that back and ask if we

6 can make adjustments to that, but ultimately

7 those are decisions that are handled at a

8 higher lever. And we will certainly post that

9 if we are able to get an extension.

10   MR. DESSY: Okay. Yes, ma'am.

11   MS. SELBY: Barbie Selby, University

12 of Virginia.

13   A couple of questions about the

14 initiatives. I'm assuming that these - it's

15 kind of blue-skying. So, we don't necessarily

16 need to be restricted by the current legal

17 environment?

18   MR. AMES: Correct.

19   MS. SELBY: And my second question -

20 oh, you want to say more, Mark?

21   MR. AMES: Mark Ames, GPO.

22   Correct, blue-skying.

23   (Laughter.)

1   MS. SELBY: Barbie Selby, UVa.

2   And my second question, I guess I'm

3   a little - so, you take the risks which

4   include the economic climate, all these

5   things. The initiatives, I mean, I guess I'm

6   - are the initiatives also supposed to be sort

7   of blue-skying if we could do these things, or

8   should they be really grounded in what we

9   really can realistically do even if it's not -

10   even if it's outside the current law, but you

11   see are they aspirational? Is that what you

12   want? Which then sort of maybe makes it seem

13   like we could do more than we actually could,

14   or are they more this is realistically what we

15   really need and can do, if that makes sense.

16   DR.   GIVENS: That's   a   great

17   question. Cherie Givens, GPO.

18   That's exactly what we want is a

19   realistic assessment of what you think you can

20   do, because that will give us a better idea of

21   what we can do to further support you so that

22   we can work in collaboration.

23   MR. DESSY: Yes, ma'am, and then to

1 my left, and then to my right.

2 MS. MONGEAU: Deborah Mongeau,
3 University of Rhode Island.

4 This is so much like the strategic
5 initiatives and goals and action plans that
6 I've had to do for my director, for the
7 university, for the Board of Governors.

8 We are experiencing - this will be
9 Number 4 that I'll be working on in the past
10 year. So, there's a lot of strategic planning
11 fatigue going on at my institution.

12 And my director is going to say -
13 the first thing he's going to say is, what are
14 we doing this for?

15 So, I want to reiterate that not
16 only does GPO have to articulate what they
17 want this for, but the more detail the better.

18 So, if we have details of deadlines
19 and dates and what we're expected to do by
20 these certain dates, I would like to ask if
21 GPO can come back and say once we get this
22 information by next October 1st, we're going
23 to do X with this information, we'll be

1   reporting it out. By December 30th, we'll be

2   writing this up and doing whatever.

3   MR. DESSY: Okay.

4   MS. MONGEAU: It's got to be the

5   more detailed, the better. Because I know the

6   first question I'm going to get is, what are

7   we going to be doing this for? We've already

8   done this. Been there, done that, and this is

9   just yet another layer on what we've already

10   been doing.

11   MR. DESSY: Right.   Actually, I

12   heard two thoughts in that. One is the more

13   detail, the better.

14   MS. MONGEAU: Yes.

15   MR. DESSY: But what I also heard

16   you saying is that GPO needs to commit to

17   really doing something with this and reporting

18   back to you all with it.

19   MS. MONGEAU: Yes.

20   MR. DESSY: That this just doesn't

21   go into a black hole in Washington, D.C.

22   MS. MONGEAU: Yes, exactly.

23   MR. DESSY: So, you want GPO to

1   commit to you to do something meaningful and

2   productive with it.

3   And I think they said that, but

4   we'll just put it on the table again.

5   MS. MONGEAU: It's a two-way street.

6   MR. DESSY: Right.

7   MS. MONGEAU: I mean, we're being

8   asked to do a lot of work, and to do it in a

9   certain time frame.

10   MR. DESSY: Right.

11   MS. MONGEAU: I think it would be

12   nice if we know that once this was done and we

13   did our part, that GPO would be stepping up to

14   the plate and there would be a detailed plan

15   of what they would be doing with the time

16   frame, what they would be doing with this

17   information.

18   MR. DESSY: Right. I think GPO

19   would be more than happy to make that

20   commitment to you.

21   Yes, ma'am.

22   MR. AMES: Wait. Mark Ames, GPO.

23   MR. DESSY: Oh, I'm sorry.

1   MR. AMES: I just respond that what

2   you're talking about, strategic planning

3   burnout, at my old public library we went

4   through this every three years.

5   And so, a lot of it go ahead and

6   draw on as much of that as you've already

7   done. You don't have to start all over again.

8   Those of you who are in that

9   situation where you've done a lot of strategic

10   planning, you have a lot of information

11   available, bring it in. Bring it in to what

12   you're doing at your individual level, okay?

13   Reduce the amount of, like you said, strategic

14   planning burnout that you're going through.

15   MR. DESSY: Okay. Yes, ma'am.

16   MS. MALLORY: Mary Mallory -

17   MR. DESSY: Oh, I'm sorry. Who had

18   a comment?

19   DR. GIVENS: Sorry.

20   MR. DESSY: Cherie.

21   DR. GIVENS: Yes. Cherie Givens,

22   GPO.

23   The only caveat I would add is that

1   because for us at this moment it's unknown how

2   many forecasts and action plans we will get

3   in, if as we've heard that some libraries may

4   be sending their own, this may complicate our

5   ability to give a firm date on when we'll be

6   able to have all the data analyzed and moving

7   forward with that.

8   It is our plan to do that. But if

9   we get fifty, that's very different than if we

10   get 1100.

11   MR. DESSY: I'm sorry.

12   MS. BAYER: This is Kathy Bayer,

13   GPO.

14   I   just   want   to   reiterate   the

15   purpose of us asking you to do this. We know

16   it is a lot of work. It's going to give you

17   an opportunity to network with all of your

18   colleagues, though, too, which has a lot of

19   side benefits, but we're asking for this

20   information to gather things that we don't

21   know.

22   You may think we know them or we

23   may know pieces of them, but we need to know

1   information from each state so that we can put

2   it together into a national plan.

3   So, that's the purpose of us asking

4   you to do this.

5   MS. DESSY: Okay.   Yes, ma'am.

6   You've been very patient.

7   MS. MALLORY: Oh, Mary Mallory.

8   University of Illinois, Urbana-Champaign.

9   It sounds like - was it Mary Jane?

10   She was asking for a timeline.   So, I think

11   that would be great if you gave us a timeline.

12   But I wanted to say is please don't

13   delay this process.   Move, if anything, move

14   up all the deadlines to the end of May.

15   (Laughter.)

16   MS. MALLORY: There are entities out

17   there are making strong statements.   And

18   they are having an affect, or they may not

19   have an affect on all of us, but they want

20   action.

21   Please do not delay this process.

22   I really think it would be useful to move the

23   date up to May 30th, 2012, and not have it at

1 the end of June during most of our fiscal

2 years.

3 I really encourage you to think

4 about that as hard as that will be for

5 everyone.

6 MR. DESSY: Okay.

7 MS. MALLORY: And the other thing I

8 wanted to say is that I love forecasting and I

9 think it's wonderful that you're doing this.

10 And I should also add a P.S. that

11 I've had my trip completely supported by the

12 University of Illinois, Urbana-Champaign

13 library dean Paula Kaufman. And she is very

14 supportive of access to government

15 information.

16 So, in that our remarks are going

17 to be published for all -

18 (Laughter.)

19 MS. MALLORY: -- for all the world

20 to see, I really love my job and I do not want

21 to go home and find out that I do not have a

22 job. Thank you all.

23 MR. DESSY: You're welcome.

1   (Applause.)

2   MR. DESSY: Yes, sir.

3   MR. GAUSE: Rich Gause, University

4   of Central Florida.

5   I think that it would be important

6   when   people   are   filling   out   their

7   institutional responses, not make it a

8   requirement or an expectation.   But if they

9   have ideas for the action that will be in the

10   state plan, that they actually be - there be

11   somewhere for them to prepare those and submit

12   those as well so we don't get to the table in

13   April with a group that's trying to pull

14   things together and doesn't have something

15   already - some ideas already ready to go

16   forward.

17   MR. DESSY: Okay. Good observation.

18   Yes, ma'am.

19   MS. ORTH-ALFIE: I have sort of a

20   general comment, I guess.

21   MR. DESSY: Your name and -

22   MS. ORTH-ALFIE: Oh, I'm sorry.

23   Carmen Orth-Alfie, University of Kansas.

1   As I understand it right now, the

2   whole, big purpose of this is to broach the

3   rewriting of Title 44.   Am I understanding

4   that correctly?

5   In light of that, I see this whole

6   process as a major learning opportunity,

7   education opportunity not only for our own

8   community, but for everybody else, and to try

9   to get input from all those other libraries

10   out there and raise awareness.

11   So, I think that we should be

12   trying to push the awareness of this as much

13   as we can at our conferences that we go to,

14   and every opportunity we can to let everybody

15   know we're doing this.

16   And I just want to say I went to

17   the excellent workshop on the Federal Register

18   yesterday.   And I really would encourage you

19   to make this announcement this is happening,

20   in the Federal Register.

21   And also when you start gathering

22   information and get comments, summarize it and

23   get this into that whole process, because one

1   of the challenges we have is to have people be

2   engaged in our government.   And I think we

3   should also use those same mechanisms.

4   MR. DESSY: Thank you very much.

5   Yes, ma'am, and then we'll go to my right, and

6   then to my left.

7   MS. McGILVRAY: Jessica McGilvray,

8   American Library Association.

9   As Dan said, speaking in one voice

10   will be most effective with Congress. So, I'd

11   like to encourage everyone to work within the

12   associations that you're members of whether

13   it's ALA or AALL or whatever.   So that when

14   the time comes, we can all come together and

15   be supportive of one plan.   Because that's

16   really what's going to get the most response

17   from Congress.

18   And if you are a member of ALA and

19   you want to be a part of that process and you

20   want to have a voice, please come speak to me,

21   because we're going to have to create some

22   process within the ALA to do that.

23   MR.   DESSY: That's   greatly

1   appreciated. Thank you. To my left, and then

2   to my right. Yes, sir.

3   MR. WOODS: Okay. So, what you're

4   going to get - oh, Steve Woods, Penn State.

5   So, what you're going to get form

6   this is a consensual document. Consensus in a

7   state. And I'm imaging my dean being willing

8   to sign a consensus document like that. Each

9   administrator is going to have to weigh in.

10   We sort of talked about this before.

11   I guess what I don't understand is

12   why are we afraid of that elephant in the

13   room, ARL, who has sent out a pretty strong

14   statement?

15   Why not have them, why not have

16   public library associations and American law

17   library associations also do what they think

18   is a forecast?

19   If we give them a voice, then I can

20   say to my administrator that's where you - the

21   ARLs can communicate or ACRL can communicate

22   their thoughts about the program and where it

23   ought to be going.

1   This can be really handy in

2   providing a consensus, but I think that the

3   reality is that an academic library is

4   different than a state library.   It is

5   different than a public library.   It is

6   different than a law library.

7   So, being able to get those needs

8   and have them do this in that context, I

9   think, can be a lot more helpful than just a

10   consensual document.

11   MR. DESSY: So, can I ask - sir,

12   don't go away, because I need to get a better

13   handle on what you just asked for.

14   Are you suggesting that GPO reach

15   out to each of these various professional

16   associations and enlist their support in doing

17   this?

18   MR. WOODS: Yes.

19   MR. DESSY: Is that what all, I

20   mean, I captured what you wanted?

21   MR. WOODS: I know that not

22   everybody in this room wants that, but that's

23   what I was saying.

1   MR. DESSY: So, you're saying reach

2   out to the ALAs and the SLAs and the ARLs.

3   MR. WOODS: The ARLs, the ACRLs.

4   MR. DESSY: And recruit them to help

5   in this effort?

6   MR. WOODS: Ask them to provide a

7   cohesive, supportive document in what they

8   think the future of FDLP ought to look like.

9   MR. DESSY: Okay.

10   MR. WOODS: And what they're looking

11   for.

12   MR. DESSY: Okay. I just wanted to

13   clarify it. Thank you very much.

14   Yes, ma'am.

15   MS. McKNELLY: Sort of along those

16   lines it would be very interesting to go to

17   the - Michele McKnelly, University of

18   Wisconsin, River Falls - to go to the State

19   Library Associations because when we're

20   talking about this, we continuously -- I'm

21   hearing depository libraries, but there are

22   huge numbers of public libraries and school

23   libraries that are not represented in our

particular program that are very dependent upon the type of information that we provide.

And we miss out school libraries every time. And as far as I can tell, they're not getting a lot - they're not getting the ask I most states. And they need support and they need materials.

And if we ask them, I think they might answer.

MR. DESSY: Thank you very much. One last comment, because we have to break for lunch. Yes, ma'am.

MS. SMITH: Lori Smith, Southeastern Louisiana University.

It concerns me that you can't even get responses from all the depositories to the biennial survey, which is legally required. So, I know there are going to be depositories you don't get a response, you know, the individual forecast from.

I wondered if perhaps a neighboring depository person might be willing to volunteer to go visit and do sort of a Kinsey

1 style interview with the library director or

2 whoever they could get an appointment to see

3 just to sort of pull some input out of the

4 nonresponding libraries.

5 MR. DESSY: Okay.

6 DR. GIVENS: Cherie Givens, GPO.

7 I think that's a fascinating idea.

8 And I would say that we would certainly

9 welcome that, but that we would need to know

10 that that was how the information was obtained

11 so we'd have a better sense as we go through

12 it, but I think that's wonderful. Thank you.

13 MR. DESSY: Okay. So, just to start

14 wrapping up so that you can all have a

15 pleasant lunch, this has been just a

16 wonderfully productive session. This did just

17 what I think the GPO staff wanted it to do,

18 which was to lay out some ideas and to have

19 you respond to make it an even better process.

20 So, thank you for all that.

21 More information will be shared on

22 the FDLP Desktop. There will be a form

23 provided for further discussions, and where

1   will that form exist, Cherie?

2   DR. GIVENS: On the community side.

3   MR. DESSY: Okay.   And then FDLP-L

4   will be another channel of communication where

5   you can find more information.

6   I   would   encourage   you,   though,

7   since you all know these folks on a first-name

8   basis, don't hesitate to call, write, whatever

9   it   is,   but   thank   you   so   much   for   your

10   commitment to this process.

11   (Applause.)

12   (Whereupon,   the   above-entitled

13   matter went off the record at 11:58 a.m. and

14   resumed at 1:39 p.m.)

15

16

17

18

19

20

21

22

23

1

2

3

4

5

6

7

8

9

10

11   A-F-T-E-R-N-O-O-N   S-E-S-S-I-O-N

12   1:39 p.m.

13   MS. BAYER: I'm very pleased to see

14   you come back for the afternoon. If you have

15   been here since Monday, especially pleased to

16   see you on a four-day conference. And if this

17   is your first day here at the conference,

18   welcome.

19   For the next 45 minutes, we're

20   going to share some information just to give

21   you teasers, information that we hope gives

22   you some ideas as you take the risks and

23   anticipated impacts from the forecasts and

1 decide upon initiatives for your state-focused

2 action plans.

3 These are just a few ideas. We

4 could have spent four days talking about all

5 of these possible activities. And the Council

6 did quite a bit of this, and there was lots of

7 discussion, of course, about the future

8 activities in the Program throughout the

9 conference.

10 But we're just going to give you a

11 few ideas here as we talked about the forecast

12 this morning, and then transitioning over to

13 action plans.

14 But before Mark and I discuss a few

15 things that we've been working on, we wanted

16 to give you a reminder of the current state of

17 regionals and selectives with the existing

18 models.

19 And since the Council, Depository

20 Library Council Regionals and Selectives

21 Interest Group has already prepared this,

22 prepared it for their presentation on Monday,

23 we asked them at the last minute if they could

1 help us out and give this overview.

2 And if you weren't at the session

3 on Monday for regionals and selectives, of

4 course this will be new information. But we

5 kind of wanted to put everybody on the same

6 page here with this information so that if

7 you've been working within one state for a

8 while, you're very familiar with one model,

9 but just want to give you reminders of all the

10 other models out there that you may consider

11 to incorporate into your action plan.

12 So, we really appreciate the

13 participation of Arlene Weible from the Oregon

14 State Library, and Stephanie Braunstein from

15 Louisiana State University.

16 MS. BRAUNSTEIN: Okay. I'll go

17 first. Stephanie Braunstein, Louisiana State

18 University.

19 And before I recap the statistics

20 that I shared with everyone on Monday, and for

21 those of you who may not have been here on

22 Monday, you will hear them for the first time,

23 I'd like to draw your attention to the nice

1 pie chart that you were provided with earlier

2 that has on one side the large pie. But if

3 you turn it over, you see there is a drops by

4 library type graphic there.

5   And that notes that of course the

6 largest number of drops have been by public

7 library. And it's kind of hard to read this,

8 actually. And academic general is the next

9 largest size. And of course this corresponds

10 in many ways to how many - obviously, the

11 ratio is going to be consistent with how many

12 of this type of library is actually in the

13 system anyway.

14   I also want to point out the note

15 in here is that the data is from mid-2008 to

16 September 2011. So, when you pick up the

17 information that I have that's more

18 simplistically statistical, this actually

19 picks up the following month in October of

20 2011.

21   And as of that date, this is the

22 current situation with regionals that have

23 either dropped completely out of the system,

1   or dropped to selective status.

2   And there's only been one regional

3   depository library as of this point that has

4   dropped completely out of the system, which

5   was the State Historical Society of Wisconsin.

6   And this happened in 2002.

7   However, since 1970 there have been

8   11 regional depository libraries that changed

9   status from regional to selective.

10   And starting back in 1970, that

11   would be the State Library of Massachusetts;

12   the Nebraska Library Commission in 1985; the

13   University of Arizona, 1987; the Wyoming State

14   Library, 1990.

15   And there is a footnote on my

16   format here that says Wyoming had contracted

17   with the state of Colorado for regional

18   services up until 2008.   But since 2008,

19   Wyoming has no longer been served by a

20   regional depository library.

21   Going back to my other list, in

22   2006 the Detroit Public Library dropped down

23   to selective.   Portland State dropped down to

1   selective in 2008. New Mexico State Library,

2   2008.   Denver   Public,   2009.   Clemson

3   University, 2010. University of Nevada, Reno,

4   2011. And then the State Library of Michigan

5   also in 2011.

6   Which leaves us at this point, with

7   a list of three states that are currently not

8   served   in   any   capacity   by   a   regional

9   depository. And that would be Wyoming, Nevada

10   and Michigan.

11   So, this kind of gives you a sense

12   of where we are status-wise in the regional

13   dropping to selective category.

14   And Arlene is going to go ahead and

15   give you some more detailed information about

16   some of the issues that are state-centered.

17   MS.   WEIBLE: Well,   thank   you,

18   Stephanie.   Arlene   Weible,   Oregon   State

19   Library.

20   During our session on Monday, we

21   talked - I was fortunate enough to talk about

22   one of the models that happened in the state

23   of Oregon to cope with the decision that was

1 made by Portland State University to drop from

2 regional status.

3   And that was, you know, our plan to

4 shift the regional to the Oregon State

5 Library, and then execute a series of housing

6 agreements with partner libraries to share the

7 regional collection.

8   So, that's one model, a way of

9 coping with a library who is no longer able to

10 fulfill all of the responsibilities of the

11 regional. It was the solution we worked out

12 in Oregon.

13   There are certainly many other

14 models for how regionals are providing all of

15 the services that they're required to do in

16 states and we could spend a lot of time

17 talking about each individual model.

18   But I think what I wanted to do for

19 this talk, is just kind of talk about some of

20 the themes in the way that libraries are

21 collaborating to provide regional services for

22 the depositories in the state.

23   We talk a lot about - when we talk

1 about regionals, we talk a lot about

2 collections. But I think sometimes we forget

3 about the fact that regionals are really

4 required to provide services, as well as a

5 collection.

6 And I do think that there are many

7 opportunities for regionals that are under

8 stress, to look to other institutions within

9 their state to assist them.

10 That's one of the things that we

11 did in Oregon when we knew that -- when we

12 decided that we were going to take on the

13 responsibility of being the regional, we knew

14 we couldn't do it without that kind of

15 support.

16 One of those services that

17 regionals obviously provide is the oversight

18 of the disposal process in the state. So,

19 that was one of the issues we solved by

20 spreading the responsibilities of the disposal

21 process among the four institutions that were

22 partnering with the collection.

23 Another state, Missouri, has

recently put together not necessarily a similar kind of agreement, but has been working with a library within the St. Louis area to help them coordinate the disposal process for the St. Louis area to help maintain the integrity of the collection in that geographic area of the state.

And this is all within the purview of what regionals can do. They are responsible for designing the process for the disposal process in the state.

So, there are lots of opportunities out there to look to partners in the state, and I think that those are just two examples of what can be done.

Another aspect of regional service is providing outreach and training for depository libraries. And I have to say that while there can be formal agreements about that, you could actually theoretically even outsource that aspect of regional service to another library.

I think all of us understand that

1   that kind of outreach and training service has

2   a very long tradition of being collaborative

3   in many states.

4   I don't think in the history of the

5   State of Oregon, we've ever really relied

6   solely on a regional coordinator to help us

7   with providing training. We've always tried

8   to do that collaboratively with using our

9   State Documents Interest Group within the

10   Library Association or, as we know, there's

11   all sort of flavors of that throughout the

12   state.

13   And I think that that's another

14   area where regionals really have an

15   opportunity if that isn't the case in your

16   state, you can really try to exploit those

17   kinds of situations where you can really get

18   people to help identify your training needs,

19   and then help deliver those training needs.

20   We have really good experts in the

21   Census. For example, in Oregon at University

22   of Oregon, we let them do the training. We

23   don't - I don't even try.

1   So, I think that those models are

2   out there. And while they can be formal with

3   formal agreements, and maybe in some cases

4   they really need to be formal, there are also

5   good things about informal collaborations.

6   And I think what I would say, is

7   that I think GPO has done a really good job at

8   least in my experience, to really encourage

9   those kinds of different ways of thinking

10   about providing regional services.

11   I worked with them a lot when we

12   worked out our situation in Oregon. And I

13   know the folks in Missouri obviously worked

14   with GPO as well.

15   So, I think that there's a lot of

16   opportunity to think about what we can do

17   within the constraints of the current law, but

18   then also imagine what we really ideally want.

19   And so, I do think that we need to

20   look to each other to get ideas of what, you

21   know, well, that worked in Oregon, and maybe

22   that wouldn't exactly work in Oregon, but

23   maybe I can take an idea from that to build a

1   model in my state that's going to work for my

2   state and my situation.

3   And what the regionals need and

4   what these institutions need is encouragement

5   and support to do that. And that's what I

6   hope we're going to be hearing next is some of

7   those kinds of ideas.

8   MS.   BAUNSTEIN: I'd   like   to

9   interject one more bit of boring information.

10   Back to statistical information.

11   I didn't mention before that if you

12   were wondering why after 11 regionals had - 12

13   regionals, essentially, had stopped having

14   regional status and that at the final analysis

15   there were only three states not served by a

16   regional depository, in all but one case there

17   was another regional in the state when the one

18   that dropped from regional to selective status

19   did so.

20   MS. WEIBLE: Or it transitioned to

21   another.

22   MS. BRAUNSTEIN: Right.

23   MS. WEIBLE: Like in Oregon.

1   MS. BAUNSTEIN: You guys are just

2   different than everybody else.

3   MS. WEIBLE: Yes, I know.

4   MS. BRAUNSTEIN: And then at this

5   point again as of October 2011, the remaining

6   states with two regionals include Alabama,

7   Louisiana, North Dakota, Oklahoma, Texas and

8   Wisconsin.

9   So, we've still got that many - six

10   states - I think I said "five" on Monday.

11   That's because I can't count on Mondays, but

12   it's six.

13   And know from my personal

14   experience in Louisiana with having two

15   regionals, we divide the state fairly

16   geographically so that we have selectives who

17   report primarily to me that are in the

18   southern part of the state. And Rita Franks

19   who is in the northern part of the state, has

20   a group of selectives, a fairly equivalent

21   number, that report directly to her. But we

22   work, again, very collaboratively on state

23   plans. We have meetings two times a year. We

1 share training.

2   And, again, as Arlene was saying, a

3 lot of the training that we do as part of our

4 regional requirements is done through the

5 vehicles of our State Library Association.

6 And we have a GODORT for that. And we're very

7 active in that.

8   And that's how we communicate

9 frequently new ideas and new things that we

10 feel our selectives need to know about that

11 are in the program.

12   MS. BAYER: Kathy Bayer, GPO.

13   Thank you very much, Stephanie and

14 Arlene. I think that was a very good summary

15 giving you a reminder of the different options

16 available to you.

17   You may be in a state currently

18 that functions differently than Louisiana or

19 Oregon, but their situation may be your

20 desired outcome. Just something to think

21 about looking at the other models out there,

22 looking at new models out there, that may be

23 your desired outcome as you go through the

1 forecasting and action plan process.

2 So, following along the theme of
3 this all happens because of cooperation within
4 the state, I just wanted to give you that
5 little pitch again.

6 Getting together in your states for
7 the state forecast and the action plan,
8 provides you an opportunity obviously to
9 coordinate with other library planning
10 activities.

11 Ultimately, the goal is to provide
12 improved or enhanced library services to your
13 patrons, but it's also going to strengthen, we
14 hope, the relationship among all the
15 depositories in your state or your defined
16 service area, and most likely, hopefully,
17 strengthen the relationships with
18 nondepository libraries as well who you'll be
19 communicating with.

20 We know that most of the decisions
21 you make about cooperation and collaboration
22 are initiatives you take upon yourselves,
23 because you know your local service area, your

1   consortia, your area served, and you take

2   advantage naturally of these existing

3   opportunities, or you develop new ones that

4   make the sense for your community.

5   So, as you take advantage of these

6   relationships, it's going to be very

7   interesting to see what comes out of the

8   forecasts and the action plans.

9   So, Mark and I are going to tag-

10   team this just a little bit. We just wanted

11   to share with you some of the projects that

12   we're working on.

13   These are not currently in place.

14   I wanted to stress that, but these are some of

15   the ideas that we've been considering and that

16   are floating around.

17   We don't necessarily expect you to

18   incorporate these into your action plans, but

19   we just are sharing these to give you some

20   ideas of the types of things that you may

21   think about in terms of services for your

22   state-focused action plan.

23   MR. AMES: Okay. Mark Ames, GPO.

1   One of the areas we're looking at

2   is building relationships between the

3   depository libraries in their area. And there

4   are a number of libraries who are already

5   doing this, and we're tracking what they're

6   doing. And we're finding agreements between

7   depositories and nondepositories concerning

8   just training, allowing the nondepository

9   librarians to take advantage of the training

10   that's provided through the depositories.

11   We're also finding arrangements for

12   referrals. Really good best practices for

13   what happens when the nondepository gets a

14   question that it just can't answer. They have

15   formalized referral relationships.

16   By formalized, I've seen everything

17   from a handshake agreement, to literally a

18   shared service agreement between the two

19   institutions at the directorial level.

20   And that also - that organization

21   is also doing a shared website to delineate

22   exactly what's going on. And in that

23   particular case, the nondepository is doing

1   strictly state documents. And the depository

2   three miles down the road is handling federal

3   information. And they're referring each other

4   back and forth, they are sharing training.

5   And it looks like it's going to be a good

6   model for their particular situation, because

7   they're in such proximity.

8   And another relationship we've

9   seen, as I'm sure you know, San Jose. We'll

10   be looking into what San Jose is doing,

11   because they're in the same building. So, we

12   want to investigate how that's going along.

13   Other ideas we're thinking about is

14   seeing if there's ways we can reach out to

15   school media centers. Other types of

16   libraries where we're finding in informal

17   conversations, that there are lots of

18   libraries who would like to have the training

19   and would like to have ability to pass harder

20   questions on along, but we're seeing things

21   where they feel as though they can handle 200

22   questions a year. This is actually a number I

23   got from someone. And they had about ten they

1   need to pass along. So, we're trying to find

2   a way to make that happen.

3   And we're interested in knowing

4   what you guys are thinking. If you have ideas

5   that you're doing, if you know of informal and

6   formal agreements, please let us know.

7   We're just at the beginning of this

8   and looking into it. And any help you can

9   give us of things you're already doing is

10   great. Things you're doing through your

11   government information organizations at the

12   state level that include nondepositories and

13   trainings and things like that. Anything we

14   can do and we can know about to help support

15   these efforts, because we want to expand

16   awareness of GPO products, awareness of the

17   depositories, what kind of services you're

18   making available. And we want to do it both

19   formally and informally.

20   We think that this is a good way to

21   raise awareness and use of the materials and

22   your depositories.

23   MS. BAYER: Kathy Bayer, GPO.

1   You'll see network for reference

2 and consultation on the slide. And of course

3 there are already some existing services out

4 there that provide some of these things.

5   Government information online

6 certainly is something you may already

7 participate in. And I don't know how many

8 know, but if you go into the FDLP Community

9 website right now, you can go onto the advance

10 search option and use the drop-down box and

11 identify those who - in the FDLP community who

12 have self-identified themselves with certain

13 subject expertise.

14   And then you can refine that with

15 an additional field and, say, find all the

16 experts within your state, for example. So,

17 we're just thinking about expanding some of

18 those services out there and promoting them to

19 a wider audience.

20   Put on here FAQ for library staff

21 use and identify subject matter experts. I

22 went to the Cooperative Extension Service

23 presentation, and I was just thinking it would

1 be so cool if we had a model like the

2 cooperative extension service, or I'm sure you

3 already have a lot of virtual reference

4 models, service models already in your

5 organization or within your consortia where

6 you can identify some of the subject matter

7 experts very easily, and then connect those

8 with the patrons.

9 So, we're just looking at ways to

10 expand this, obviously, with the goal of

11 taking advantage of the staff, expertise in

12 libraries which - and if we formalize this

13 somehow - gives you a little bit more cache

14 that you are the subject matter expert, say,

15 in your part of the geographic region. And it

16 also supports staff development.

17 I may not know anything about

18 engineering, but I know how I can find my

19 closest colleague who is an engineering expert

20 and meet up with that person and learn more.

21 Then I need to know how to make proper

22 referrals back and forth between different

23 libraries.

1   So, shared service agreements has

2   already been discussed, actually, by a few of

3   us up here.   First of all, think about the

4   selective housing agreement template that is

5   out there now.   And this is something where we

6   would formalize more of these services that

7   folks offer.

8   So,   think   about   this   beyond

9   agreements that relate just to collections,

10   and services just to those collections.   But

11   as   mentioned, our regionals have the

12   responsibility to provide service to the

13   selectives.   It could be that a regional may

14   wish to set up an agreement on a temporary

15   basis or even in a definite period of time,

16   because the regional is going through a move

17   or may have suffered a disaster and is

18   currently not able to provide all of the

19   services.

20   So, another institution, maybe an

21   institution where they have a very strong

22   education program in the library, takes on the

23   responsibility of the regional to perform

1   education and consultation to the selectives

2   out there.   It's sharing the responsibility

3   and the expertise that way.

4   And   certainly   this   isn't

5   necessarily just between libraries, but it

6   could also share the responsibility.   Any

7   cooperative arrangement could be focused on

8   service to patrons as well.

9   So, as you look at the elements of

10   the risks and anticipated impacts that are

11   described in your state forecast and you think

12   of the initiatives for your action plan,

13   consider all the cooperative initiatives that

14   you could take on which you believe would

15   support and enhance the continued access to

16   U.S. government information now and into the

17   future.

18   So, you've heard about or been

19   reminded about the current existing models for

20   the regional-selective arrangements, but you

21   may come up with new ones.   It's going to be

22   really interesting and exciting to see what

23   you come up with June 30th.

1 And you've heard a few ideas about

2 possible projects. And if you think back to

3 all the discussions during the conference and

4 over the years about some out-of-the-box ideas

5 or new ideas, it will be really interesting to

6 see what you come up with in the action plan

7 for your state.

8 We definitely need you to

9 participate at the state or at the level of

10 the regional depository to contribute to the

11 national strategy, which will be the next

12 topic after a short break.

13 But before that, do you have any

14 questions or any ideas that you have been

15 thinking about that you'd really like to share

16 that you think others may be able to wish to

17 discuss or that you'd like to get feedback

18 about?

19 MS. MALLORY: Mary Mallory,

20 University of Illinois, Urbana-Champaign.

21 Sorry, everyone. This is unheard

22 of that I'd even come up to the mic once

23 during a DLC meeting, but would it be feasible

1 to create a database of speakers both from GPO

2 and also from agencies who would be willing to

3 come and do training onsite?

4   And it would be useful to know if

5 there are fees and those kinds of details not

6 to make a cumbersome development of such a

7 database, but I know in Illinois we're able to

8 attract a much larger audience throughout the

9 library system when we bring people from

10 outside as opposed if one of the librarians

11 are doing the training.

12   As sad as that is, people like to

13 come and hear new people. So, that would be

14 really, really useful, I think.

15   MS. BAYER: Kathy Bayer, GPO.

16   I think that's a great idea.

17 Building upon reference subject expertise,

18 having that list.

19   We started creating a list in GPO's

20 education and outreach trying to identify the

21 current federal agency training programs.

22   If anybody has already done that,

23 we'd be very interested in knowing that so we

1   can collaborate on creation of that list.

2   I think there's been a lot of

3   changes to federal agencies lately, too. So,

4   we want to make sure we've got the latest and

5   greatest. But I think that's a great idea,

6   Mary, that you just had.

7   MS. SELBY: Barbie Selby, University

8   of Virginia, not unheard of for me to come to

9   the mic.

10   I guess I was just thinking as you

11   were talking about this that because this is

12   state-based right now, I mean, I just want to

13   put in a plug for states to think beyond our

14   state borders and to think about we're talking

15   about cooperative, collaborative initiatives.

16   And even though these are state-

17   laced plans and there will be fifty of them,

18   I'm certainly going to be hoping that Virginia

19   is also looking outside of our borders and

20   thinking about participating nationally, and

21   also regionally as in region beyond state-

22   border region.

23   MS. BAYER: Kathy Bayer, GPO.

1   Thank you, Barbie, because that is

2   exactly what we're looking for. We don't want

3   to tell you what to do, but that is exactly

4   what we're looking for.

5   Again, 49 states cannot all

6   collaborate with Hawaii, although, as much as

7   some of us may like to.

8   But if you believe your desired

9   outcome is a collaboration with five

10   neighboring states or whatever number that is,

11   that's great. That's exactly the kind of

12   thing that we're looking for.

13   Whatever model of service fits

14   that, that's exactly what we're looking for.

15   So, obviously that would make communication

16   with the folks creating the forecast and

17   action plan in those other states.

18   MS. SMITH: Lori Smith, Southeastern

19   Louisiana University. It would be downright

20   unusual if I didn't get up to the mic a time

21   or two.

22   One thing that I do in Louisiana,

23   we have a state library association that has a

general listserv. Everybody in the association is on this listserv.

Once a week I post a blurb about a government resource, usually a website, or I'll pick a topic. For Halloween, I'll do bats and pumpkins or whatever.

And I post the same thing in my Facebook group, Gov-Stuff 4U. That's four, dash, U, the number.

And I've reached the school librarians and the public librarians, because everybody is on that same list. And it's unobtrusive. I think it's a little enough that it doesn't annoy people.

But because I have been doing that, I now get reference questions a lot from the public library people and the school. They know me as the government person just because I'm the one who's posting those things so that I think if you have that kind of listserv, anybody could be doing that.

MS. BRAUNSTEIN: Stephanie Braunstein, LSU.

1   That's one of the things that we

2 love most about Lori, is that she has that

3 little feature that she sends out to what we

4 have that's called Bayou Doc. That's also

5 where we put our needs and offers at the very

6 end of the process after the regional has

7 decided what can be discarded and what cannot,

8 what is allowed to be discarded at that point.

9   Then, it goes up on this Bayou Doc. So,

10 people have to look at that, assuming they're

11 complying.

12   (Laughter.)

13   MS. BRAUNSTEIN: But, yes, this is

14 something that Lori is like famous for this.

15 I want you all to know that.

16   MS. BAYER: Kathy Bayer, GPO. I'm

17 just going to follow up on that real quick.

18   So, taking that back to the

19 forecast and action plan, if you have a risk

20 or anticipated impact that shows that you may

21 not be reaching a certain audience, and then

22 your action plan is set up in a way that you

23 can develop an initiative perhaps taking

advantage of social media or other avenues
that reach that audience, that would be great.
And an example of that is what Lori just
described, if that is one of the desired
outcomes.

MS. HODUSKI: Bernadine Abbott
Hoduski.

I hope that when the explanation
goes out to the library community and to
others about the purpose of this data
gathering, it is more than just to change
Title 44 because there are a lot of interim
actions that could be taken.

Because I went to work for the
Joint Committee on Printing in December of
1974 with the goal of getting electronic
government information to all depository
libraries. Didn't happen until 1993. That's
19 years it took to get that bill passed with
all the other efforts.

So, I'm not optimistic that you're
going to get something done in less than four
or five years, if you get it done at all. So,

1   I think that we need to include in there some

2   short-term goals.

3   For example, if libraries are being

4   stressed for space for their physical

5   collections, GPO has a lot of empty space.

6   The House Appropriations Committee has already

7   pointed that out in the big, red building.

8   They also have a facility in the very safe

9   state of Colorado in Pueblo where it doesn't

10   have earthquakes and floods and so on.

11   It may be contaminated, but it's

12   not going to destroy the paper.

13   (Laughter.)

14   MS. HODUSKI: So, anyway, I'm saying

15   that if libraries are very desperate - shush,

16   Mr. Barkley.

17   (Laughter.)

18   MS. HODUSKI: If there are libraries

19   that feel that they need to get rid of their

20   paper collections and are going to go some

21   other way for whatever reason, I think the GPO

22   should be - is under the obligation to protect

23   those collections because they are the

1   government's property.

2   They have a lot of space where they

3   could store it until people come to an

4   understanding they may need it back, or the

5   digital infrastructure of this country may

6   crash, all kinds of things can happen.

7   All of my techie friends keep

8   warning me about what could happen. And so if

9   - that's an interim step that could be taken

10   to take those collections.

11   And so, there are other kinds of

12   immediate goals like that that could be

13   thought of and included. So, I hope that the

14   focus is not just on trying to do what I think

15   will be very, very difficult to do. Change

16   the law.

17   MR. AMES: Okay. Those concerns are

18   duly noted.

19   Is there anyone else who's going to

20   have any questions at this time? We've got

21   about five more minutes.

22   MS. SMITH: This isn't actually a

23   question. Lori Smith, Southeastern Louisiana

1 University.

2   And I don't know if this is the

3 appropriate time to share this, but I've been

4 sitting on this idea since yesterday. And

5 before I forget, I just want to make sure, I

6 wondered if perhaps GPO could work with the

7 Institute of Museum and Library Services to

8 set up a grant program for only federal

9 depository libraries to digitize the legacy

10 collection.

11   And that somehow if the library

12 would work, get the grant, send it off to be

13 digitized, the files would go to GPO for

14 ingestion into FDsys or their permanent

15 server, and then the print would go to GPO.

16   And the library would thereby get

17 the print out of their collection and it could

18 be authenticated and cataloged and it would be

19 digital. And the library would get money, but

20 GPO wouldn't have to give it to them. And the

21 library directors like when they get money.

22 So, the library directors might like that and

23 then get rid of print. And it might make

1   everybody happen and it would be collaborative

2   and we'd all live happily ever after.

3   (Laughter.)

4   MS. BAYER: Kathy Bayer, GPO. Thank

5   you, Lori, for following along the theme of

6   collaboration. And I see Robin Haun-Mohamed

7   writing.

8   MS. WEIBLE: Arlene Weible from the

9   Oregon State Library.

10   I think I wanted to pick up a

11   little bit on something Bernadine said in

12   terms of we've got this big goal, but we've

13   also got the ability to achieve little goals.

14   And I think this opportunity, and

15   let's think of it as an opportunity that GPO

16   is providing us, is to think both at a high

17   level and our local level.

18   So, if the one thing you get out of

19   this process is a small, little program like

20   what Lori was describing, that's great. And I

21   think we are achieving something and using the

22   process that GPO is putting in place to help

23   us kind of focus our thinking, but again I

1   really want to urge kind of the think smaller

2   kind of approach as well.

3   What happened in Oregon was because

4   of grassroots at our local level. And I think

5   that that's where the greatest ideas are going

6   to come. GPO is not going to give them to us.

7   They're not going to give them to us.

8   They're not ever even - they can do all the

9   scans they want. They're never going to know

10   exactly what's going to work in our states.

11   That's our job.

12   And I really, really encourage

13   those of you who are going to be participating

14   in this process, to think of the small things

15   that can be done to improve the access and

16   improve our lives as working documents

17   librarians. And then some of that can feed

18   into Title 44 reform.

19   MS. BAYER: Kathy Bayer. Thank you,

20   Arlene. That was perfect. Perfect summary.

21   We're always encouraging the folks

22   who call us in thinking about changes in their

23   depository, to update the local collection

development policy. The goal being that you
want a policy and procedures related to it
that meet the needs of your users at the
library.

So, this is just thinking between
interdepository and interlibrary level as you
work on the forecast and state plans. You
know your users best, and that's definitely an
information gap that we need to fill in order
to build the national strategy.

So, it's going to be really
fascinating to see all of the action plans
come back and the various initiatives. Thank
you, everyone, for all of your comments.

And this was extremely short, but
we just wanted to throw out some ideas and to
get everybody on the same page in terms of the
current arrangements and to remind you of
other models out there and ideas for any
initiatives.

You could build off a current
service that we have in place for reference.
You could develop a new idea, or develop -

1   expand on programs you already have within

2   your state, or any consortia, or other

3   collaborations that you're already in.

4   So, just keep those ideas flowing,

5   talk with your colleagues in your state and in

6   your neighboring states or region. It's hard

7   to say the word "region" without confusing

8   that with regional depository, but in your

9   geographic area. And we're really looking

10 forward to seeing what's in the action plans.

11   Okay. At this point, we're going

12 to take a short break. Blane Dessy will be

13 back at 2:30. And we're going to then talk

14 about GPO's national action plan. I got the

15 name slightly wrong.

16   (Applause.)

17   (Whereupon, the above-entitled

18 matter went off the record at 2:18 p.m. and

19 resumed at 2:37 p.m.)

20   MR. DESSY: I'm back. If any of you

21 would care to move closer to the front, it

22 seems this morning you were closer. Now, it

23 seems like you're further away, but maybe it's

1   just my failing eyesight. I don't know.

2   I hope you all had a very, very

3   pleasant lunch. We're ready to begin the

4   afternoon program. It's going to be Cherie

5   and I are going to be sort of walking you

6   through some things related to a strategic

7   plan, but I want to recap a little bit of what

8   we talked about this morning.

9   And first of all, let me start off

10   by saying thank you all for your attention

11   this morning, and for your comments. They

12   were all very graciously received. And they

13   will become part of the record.

14   And we do have a court reporter

15   here. So, the transcripts will be up very

16   shortly on the websites so you can see them.

17   I also want to let you know that

18   once the GPO staff have your feedback on the

19   forms and the feedback, they will be bringing

20   in an expert to help them finalize the plans

21   before you actually begin to do the work.

22   So, everything that you've

23   contributed so far or that you will be

1 contributing in the very near future, is all

2 working together to make this a much more

3 successful effort.

4 So, I hope you're all feeling

5 somewhat empowered by that. I hope you feel

6 like you really have a vested interest in

7 making this a really exciting time for the

8 FDLP, okay?

9 Did I cover everything, Cherie?

10 DR. GIVENS: And the expert is going

11 to help us number crunch.

12 MR. DESSY: And the expert is going

13 to help them number crunch.

14 Questions or comments before we get

15 started?

16 (No response.)

17 MR. DESSY: Okay. So, this morning

18 we talked about how we want to begin to think

19 about revising Title 44. And that was to have

20 the libraries complete these documents, and

21 then to have state plans that would then

22 become part of a national plan, which leads us

23 to the next logical thing is a strategic plan

1   for FDLP.

2   And so, that's a trickier thing to

3   talk about. And when I first began talking to

4   Mary Alice and her staff, I wanted to get a

5   sense of what had happened in the past

6   regarding strategic planning within the FDLP,

7   how the things we talked about this morning

8   are going to roll into a larger strategic plan

9   process.

10   I wanted to make sure that I knew

11   the map, because that's something that you're

12   all going to want to know about, and that's

13   information that you're going to want to

14   convey to your administrators or to your

15   colleagues or to your clients.

16   And so, we want to use this

17   afternoon to put up a straw man for how we

18   think a strategic planning process might look.

19   And then we're going to do just like we did

20   this morning where you come up to the

21   microphones and tell us your deepest thoughts

22   about what we're doing here.

23   Does that make sense?

1   Okay. So, we're all - and this is

2   a collaborative. So, why don't - so, you can

3   see the first one is the strategic plan for

4   GPO's future. And by GPO, we mean the Federal

5   Depository Library System future. We'll make

6   that little distinction. 2012 to 2017.

7   And, again, in talking to Mary

8   Alice and the folks, I said, well, what have

9   you done already about strategic planning?

10   Just like good managers everywhere, you want

11   to know what's gone before you.

12   And so, I was provided with a draft

13   plan, I believe, that was 2009 to 2014. And I

14   read that. And my question was, all right,

15   what are we doing with this?

16   We have to make a conscious

17   decision. Either we're going to use it or

18   we're not going to use it. What makes sense?

19   And being a good manager, but also

20   a slightly lazy manager, I believe in

21   recycling everything I possibly can.

22   So, the first thing that was in

23   that previous plan and something that we

1   thought we wanted to bring to your attention

2   right away, is the vision of the FDLP. And

3   maybe this is the most fundamental question of

4   all that we need to be addressing.

5   Right now there is a draft

6   statement floating out there, and I underline

7   the word "draft," but it's out there, that

8   says the Federal Depository Library Program

9   will provide government information when and

10   where it is needed in order to create an

11   informed citizenry and an improved quality of

12   life. That's in draft.

13   What we want to share with you is

14   that you have the ability to comment on this

15   and to help the GPO staff shape this for the

16   future. And this and everything else that

17   we're going to be talking about over the next

18   sixty minutes, is going to be up on the

19   webpage for you to comment upon.

20   So, nothing is off the table.

21   Everything is on the table waiting for you to

22   have a go at it.

23   But I would just like to see what

1   is your initial reaction to this type of a

2   vision? Does it make sense to you? Do you

3   think it's ambitious enough? Do you think

4   it's future forward enough? Is it too broad?

5   Is it too narrow? Is it that you're all

6   falling asleep because it's after lunch?

7   Okay. I knew if I threw some bait

8   out, you would rise to it. Let's start with

9   the lady to my left, and then we'll go to the

10   gentleman on my right.

11   MS. HARPER: Okay.   Beth Harper,

12   University of Wisconsin, Madison.

13   MR. DESSY: Yes.

14   MS. HARPER: This is just to get

15   conversation going.

16   MR. DESSY: This is we're among

17   friends.

18   MS. HARPER: I like the vision. I

19   notice it doesn't mean that GPO has to be the

20   one supporting the Federal Depository Library

21   Program. Just something to point out.

22   MR. DESSY: Interesting distinction.

23   Okay. Thank you. Yes, sir.

1   MR. O'MAHONY: Dan O'Mahony, Brown

2   University Library.

3   I think this is a great starting

4   point. But when I think of providing no-fee

5   public access to government information in all

6   formats from all three branches of government

7   now and into the future -

8   (Laughter.)

9   MS. DESSY: Yes.

10   MR. O'MAHONY: -- the piece of what

11   I think could be elaborated on a little bit is

12   into the future.

13   I think one of the unique value-

14   added things that the program brings to our

15   society is that permanent public access

16   component.

17   And maybe it's in there and it's

18   just maybe not enhanced of accentuated to the

19   extent I would like to see it, but that's a

20   point I would like to be sure that is there.

21   MR. DESSY: Okay. I mean, this is

22   your vision. You all have to help us craft

23   it. Yes, and then we'll get to you in just a

1   second.

2   MS. IRWIN-SMILER: Kate Irwin-

3   Smiler, Wake Forest University Professional

4   Center Library.

5   This may be just that this is the

6   first time I'm seeing this and I haven't had a

7   chance to really kind of parse it out and play

8   with it and chew on it, but it sounds to me

9   almost so vague as to be meaningless.

10   MR. DESSY: Okay.

11   MS. IRWIN-SMILER: Like, yes, but

12   it's like a politician saying they're for

13   education. Like, really? Okay. Great. Who

14   isn't?

15   And maybe I just need to kind of

16   play with it more, but it may be a really low

17   bar, which may be a fine place to start.

18   MR. DESSY: Okay. Well, this is

19   just a place to start. This is a draft vision

20   statement that was done several years ago.

21   But as we were talking about this

22   at lunch, it's always easier to have people

23   react to something.

1   And so, I thought if I were to get

2   up here and say, give me a vision statement, I

3   would be just met with blank stares.

4   So, it's easier to put something up

5   and have you react, but that's a very good

6   point.

7   Yes, ma'am, your turn.

8   MS.   MALLORY: Mary   Mallory,

9   University of Illinois, Urbana-Champaign.

10   I   think   we   live   in   a   knowledge

11   society.   Maybe   that's   been   quoted   too

12   frequently.   And   I   think   we   live   in   a

13   knowledge global society.

14   And   I   think   that   the   information

15   that   comes   out   of   the   government   is

16   fundamental in doing research in this country.

17   And I think that that should be noted in the

18   vision statement, something to the effect that

19   it provides the - I don't have the phrase.

20   There's a lot of people in this room who could

21   articulate this better than me, but something

22   about the information is fundamental or part

23   of the foundation for facilitating research in

1   this country.

2   MR. DESSY: Okay.

3   MS. MALLORY: And I think that's a

4   very important component of the vision

5   statement for government information.

6   And also, I really like what

7   Michele said about the schools and involving

8   the schools. I think that's so important.

9   MR. DESSY: Okay.

10   MS. MALLORY: And so, I think that

11   we're educating our citizenry, too, and it's a

12   more active word than informed. So, maybe it

13   could be something like informed educated

14   citizenry.

15   MR. DESSY: Okay.

16   MS. MALLORY: Thank you.

17   MR. DESSY: No, thank you. And

18   we're going to be going through other pieces

19   of this. And so, it may not be possible to

20   get every word or phrase into the vision

21   statement, but that doesn't mean that we can't

22   take those ideas and populate them elsewhere

23   in the long-range plan. So, no idea is going

1 unnoted.

2   Who was next? Sir.

3   MR. BAKER: Hi.   Gavin Baker, OMB

4 Watch.

5   I   actually   just   echo   on   that

6 comment.   I was thinking the same thing.

7 Maybe   something   like   informed   engaged

8 citizenry   hitting   on   that   theme   of   civic

9 engagement that Mary Alice said was going to

10 be so important to the program going forward.

11   I think that this vision statement

12 makes a lot of sense to me.   The only major

13 aspect   that   I   think   should   be   a   little

14 stronger is that "provide information" seems a

15 little passive like here's the information,

16 it's in this book.

17   And so, maybe something a bit more

18 proactive that gets to actually helping people

19 to use the information like we will support

20 the use of government information, or meet the

21 public's information needs.

22   MR.   DESSY: Okay.   I   like   more

23 assertive.   I think that's the direction you

want to go in as information professionals.

Yes, ma'am.

MS. SMITH: Lori Smith, Southeastern Louisiana University.

Back in library school, Dr. David Kazer told my management class that the role of libraries in society is to acquire, organize, preserve and deliver the human record.

I think as federal depository libraries, we acquire, organize and preserve and deliver the U.S. public record.

So, I'd like to see something loftier with more of those components in it to say that it is supposed to be comprehensive and it is supposed to be forever, and it's not just that we each have a copy of the 1984 statistical abstract, which we could meet that goal, you know, if that was all we had.

We would have some government information. We would hand it to people when they needed it. That does seem a little vague.

1   MR. DESSY: Okay. Thank you. I have

2   to tell you I was just amazed when I learned

3   the other week that they're not going to do

4   the statistical abstract anymore.

5   I mean, I'm sorry to share that

6   with you.   But when I read that, I just

7   thought, what?

8   So, anyway, I'm sorry.   That was

9   just me as a librarian venting for a few

10   seconds with you.

11   Yes, ma'am.

12   MS.   McKNELLY: Michele   McKnelly,

13   University of Wisconsin, River Falls, and I

14   think that this statement needs to explicitly

15   say that this is a no-fee program and that we

16   will not be in the cost recovery business.

17   MR. DESSY: Okay.   Thank you very

18   much. An important idea.

19   (Applause.)

20   MR. DESSY: Yes, ma'am.

21   MS.   HARTNETT: Cass   Hartnett,

22   University of Washington Libraries.

23   There is just kind of an unformed

1 thought, but there's a part about

2 anticipating. Somebody used the word

3 "proactive." And I guess that might be part

4 of it.

5   But what we're having to do in the

6 information world now is not just sort of stay

7 on top of it and react, but look forward and

8 anticipate and help build.

9   I don't know how to wordsmith it,

10 but if that concept could be captured.

11   MR. DESSY: Okay. Well, don't

12 forget this is going to be on the website and

13 you'll have plenty of opportunity to think

14 about it and make suggestions.

15   Yes, sir.

16   MR. HAYES: Steve Hayes, University

17 of Notre Dame, Mahaffey Business Information

18 Center, so you know where I'm coming from.

19 Thank you, Michele. I was going to mention

20 that. I think that's explicit.

21   Having gone through this process

22 before of developing a vision statement, it's

23 supposed to be short, iffy, broad. We all

1   should be able to memorize it and say it

2   within one breath.

3   And I have mentioned earlier that

4   much as I'm all for an informed citizenry, I

5   am more informed a business who really has

6   some leverage where it counts.

7   So, I'm glad I could read into the

8   improved quality of life. The business sector

9   are huge consumers of government information.

10   MR. DESSY: Okay. Thank you very

11   much. And, yes, ma'am.

12   MEMBER LYONS: Sue Lyons, Records

13   Law Library.

14   There's nothing about this vision

15   statement that captures what is distinctive, I

16   think, about the FDLP. I mean, we are a

17   geographically just diverse group. We're a

18   grassroots method of providing government

19   information.

20   The Library of Congress provides

21   information, any government agency provides

22   government information, but that statement

23   doesn't capture what we do and the value that

1   we add.

2   MR. DESSY: Okay. Yes, the GPO,

3   I've decided I'll let the GPO staff speak

4   during this session. But just keep it short,

5   Mary Alice.

6   (Laughter.)

7   MS. BAISH: I was going to ask for

8   permission. I've been wanting to get up here

9   all day, but I think we're here to listen and

10   learn from all of you.   But I really

11   appreciate Sue's comments and others.

12   I've been through this process for

13   other organizations for many years -

14   PARTICIPANT: Who are you?

15   (Laughter.)

16   MS. BAISH: Oh, sorry. Mary Alice

17   Baish, U.S. Government Printing Office.

18   I'd like you all to think about as

19   a vision statement for me, and the experience

20   I've had with strategic planning, you don't

21   have as a vision statement that you will do

22   this or you will do that.

23   The vision statement is, in part,

1   aspirational in the sense that you want it to

2   capture what you are. And so, could we please

3   as you think, because we want your input, just

4   don't put a verb like will provide.

5   The FDLP is the, and then what are

6   we? Okay. If you would think about that, I

7   would appreciate it very much. Thank you.

8   MR. DESSY: Okay. Thank you.

9   Yes, ma'am, and then we're going to

10   be moving on - oh, two comments.

11   MS. McKNELLY: Michele McKnelly,

12   University of Wisconsin, River Falls.

13   MR. DESSY: Yes.

14   MS. McKNELLY: I would just like to

15   quote Sheila McGarr. We want it all, we want

16   it now, we want it free. We are the FDLP.

17   (Laughter.)

18   MR. DESSY: And it rhymes.

19   MS. WALSH: Geez, and I've got to

20   follow that.   Mary Jane Walsh, Colgate

21   University, but you did steal part of my

22   thunder.

23   The FDLP is the librarians and we

1   need access to all government information.

2   And perhaps it is not - perhaps it was a

3   Freudian oversight that GPO isn't mentioned,

4   because they are a legislative body.

5   MR. DESSY: Okay. Excellent.

6   Again, all these comments have been taken

7   down. I also see Mary Alice frantically

8   writing all these ideas down.

9   It will be on the website. When

10 you go back, you'll be able to add even more

11 of your thoughts then. So, let's move on to

12 the mission.

13   There was a vision statement. I

14 also discovered a mission statement in that

15 previous draft plant, that says the mission -

16 this is maybe where some of this language

17 comes up that we heard about just a moment ago

18 - to provide for no-fee, ready and permanent

19 public access to federal government

20 information now and for future generations.

21   I mean, I personally always have a

22 little difficulty separating vision and

23 mission statements, but that's just my own

1 limited thinking.

2 Does this give you any thoughts? I

3 mean, I can see where some of this touches on

4 points made earlier, but are there new ideas

5 or new reactions to this?

6 Yes, ma'am. Don't forget to

7 identify yourself.

8 MS. JARRETT: I will. Don't worry.

9 MR. DESSY: Okay.

10 MS.   JARRETT: Peggy   Jarrett,

11 University of Washington Law Library.

12 I like this. The only thing I

13 would add is that the mission of the FDLP is

14 to cooperatively provide for no-fee blah,

15 blah, blah.

16 MR. DESSY: Okay. Thank you very

17 much.

18 Are there any other comments on

19 that particular statement? And, again, I

20 don't want to say that this will appear or

21 this will not appear.

22 Again, these are straw men that are

23 being put here for the sake of provoking

1　conversation this afternoon.

2　　　　　Yes, ma'am.

3　　　　　MS.　　LASTER:　　Shari　　Laster,

4　University of Akron.

5　　　　　I　hope　it's　implicit,　maybe　it

6　should be explicit, that providing access is -

7　there is an educational component to it.　Once

8　again　as　someone　said　earlier,　there's　a

9　difference　between　handing　over　a　book　and

10　handing　over　a　book　with　a　glossary　and　an

11　index.

12　　　　　MR.　DESSY:　Okay.　　So,　right.

13　Ma'am, can you elaborate on that just for a

14　moment, please, for our sakes?

15　　　　　MS.　LASTER: Sure.　　Well, speaking

16　personally, I think that the mission that I

17　have　as　a　government　documents　librarian,　is

18　to provide the tools for interpretation of the

19　information.

20　　　　　That's　not　to　say　that　I　read　the

21　information for them, but I think there's more

22　to it than access.　Although, access you can't

23　have　　interpretation　　and　　you　　can't　　have

1   understanding without access.

2   At the same time, I think that our

3   mission goes a little further than just

4   putting it out there.

5   MR. DESSY: Okay.

6   MS. LASTER: It can extend to

7   training, supporting and another good verb for

8   users of the information.

9   MR. DESSY: Okay. And it's that

10   thing we hear about all the time now. What is

11   the value added, right? What value do we

12   bring to this enterprise other than data?

13   I think we're ready to move on. I

14   see empty microphones. So, again, this is

15   material that we found in the record.

16   So, the mission that we just talked

17   about is to be achieved through organizing

18   processes that enable desire, information to

19   be identified and located, expert assistance,

20   collections of publications at a network,

21   archived online information, dissemination

22   products from GPO access, which I guess would

23   be FDsys now, federal agency websites and

1   partner websites.

2   Thoughts? Criticisms? I see

3   someone coming to a microphone. Yes, sir.

4   MR. WRAY: Tanner Wray, University

5   of Maryland.

6   On the last two slides, I was

7   thinking about this also and -

8   MR. DESSY: Do you want us to go

9   back?

10   MR. WRAY: No.

11   MR. DESSY: Okay.

12   MR.   WRAY: Federal   government

13   information, here you're talking about

14   information being identified and located. I'm

15   wondering about adding and manipulated.

16   And where my brain is going is I'm

17   in an ARL/DLF E-Science Institute which is

18   talking about data sets and how libraries are

19   going to get involved in managing or helping

20   campuses manage data sets.

21   So, my idea of information is also

22   going to data sets. And I don't know if this

23   is the right venue to talk about it, but I

1   wanted to park it. Thank you.

2   MR. DESSY: That's good. And we do

3   have a parking lot somewhere in the area that

4   we will put those issues, but you're exactly

5   right.

6   I go to many meetings now where

7   this whole idea of data sets and manipulating

8   big data is becoming more and more and more

9   commonplace.

10   Yes, ma'am.

11   MS.   HODUSKI: Bernadine   Abbott

12   Hoduski. In order for the library community

13   to do the organizational work to make it

14   possible for the users to get to the

15   information, they also have to recognize and

16   support what the government itself does.

17   For example, in the initial draft

18   the Committee on House Administration is

19   considering in revising Title 44, they would

20   eliminate the Congressional Directory, which

21   really presents you the organization of the

22   Congress and all the information that we need

23   to know in order to help our citizens deal

1   with the Congress, and help the Congress to

2   deal with itself.   They also wanted to

3   eliminate the Index to the Congressional

4   Record.

5   Those are two tools that are very

6   essential to the library community and

7   everyone else in order to provide this

8   assistance.

9   So, if we don't think of this as a

10   wider group, it's not just what the libraries

11   are doing.   It's to re-support procedures.

12   For example, in the '70s when we

13   insisted that GPO use MARC AACR2 LC subject

14   headings and go electronic, that was a way of

15   helping   us   organize   and   provide   that

16   information to our public.   And that's not

17   been totally completed because even though

18   1710 and 1711 U.S. Code require that

19   everything be cataloged and identified and so

20   on, is not happening.

21   So, we have to think broader than

22   just what the members of the Federal

23   Depository Library Program are doing.   And

1   that includes other nondepository libraries

2   who are also organizing and supporting and

3   preserving and so on.

4   So, it's got to be a much broader

5   thing, I think, than just specifically to

6   FDLP.

7   MR. DESSY: Okay. Okay. And I think

8   there's a lot of support for that as well.

9   Yes, sir.

10   MR.   SUDDUTH: Bill   Sudduth,

11   University of South Carolina.

12   What I found interesting is in the

13   last bullet, is the first time you used the

14   word "partner" or "partnership." And I think

15   that if there were ways that it was

16   incorporated at a higher level, that would

17   convey what a lot of this program is about,

18   too. It's a partnership between the libraries

19   and the federal and GPO and -

20   MR. DESSY: So, talk to me a little

21   bit more. What would you like when we - how

22   do you envision that partnership working?

23   I want to massage that idea for a

1   couple of minutes.

2   MR. SUDDUTH: I envision it working

3   every day.

4   MR. DESSY: Okay.

5   MR. SUDDUTH: I don't understand

6   what you're saying.

7   MR. DESSY: Well, I mean, so you're

8   talking about just much stronger collaboration

9   between the libraries and the headquarters

10   here in Washington and other types of

11   libraries?

12   MR. SUDDUTH: Well, a partnership

13   conveys the idea that as we all know, there is

14   -- the physical support for this program,

15   comes from the partners of the program.

16   MR. DESSY: Okay.

17   MR. SUDDUTH: And all that the

18   libraries receive is materials and the

19   guidelines to be the partners.

20   MR. DESSY: Okay.

21   MR. SUDDUTH: So, it's a

22   collaboration, but the word "partnership" is

23   just as strong.

1   MR. DESSY: Okay. And so, you would

2   like to see that emphasized more strongly.

3   MR. SUDDUTH: Somewhere.   I mean,

4   again, I don't believe in making these huge,

5   you know, whoever got up earlier and said the

6   mission statements and visions need to be

7   short, roll off the tongue and whatever, but

8   "partnership" is a good word, I think.

9   MR. DESSY: Okay. Thank you very

10   much. Yes, ma'am.

11   MS.   JARRETT: Peggy   Jarrett,

12   University of Washington Law Library.

13   I respectfully disagree a little

14   bit   about   the   partnership.   I   like

15   collaborative. And I know we're not supposed

16   to be wordsmithing here, but just as an - I

17   think a partnership is being so much more

18   formal and the FDLP is collaborative not just

19   between GPO and the libraries, but formally

20   among the libraries, and informally.

21   My colleague across campus, Cass

22   Hartnett, and I collaborate all the time.   I

23   wouldn't say that we're partners in providing

1 government information at the University of

2 Washington, but we are certainly collaborative

3 about it.

4   MR. DESSY: Okay. Well, there can

5 be different levels and different types of

6 collaboration and partnership, and I think

7 they can all play a role.

8   Yes, ma'am.

9   MS. McKNELLY: Michele McKnelly,

10 University of Wisconsin, River Falls.

11   The very last bullet point actually

12 concerns me a good deal, because I see that

13 actually as part of the GPO's mission and not

14 the Federal Depository Library Program's.

15   Now, in the future, that could

16 change. But as we sit right now, I don't know

17 that depository libraries, it is their mission

18 to archive GPO access and FDsys.

19   Some may choose to do that. But as

20 a core basis of the program, many will not be

21 able to do that, nor have the technical

22 ability. So, that may need to go, in my

23 opinion, someplace else.

1   MR. DESSY: Okay. Thank you for

2   that.   This   gentleman,   and   then   this

3   gentleman.

4   MR. JACOBS: James Jacobs, Stanford

5   University.

6   Michele, would you come speak to me

7   afterwards? Because I have a little tool for

8   you that can do it very easily, and many

9   libraries should be archiving online digital

10   content and can do it very easily. It's not

11   difficult.

12   MR. DESSY: Oh my, look, this is

13   collaboration playing out in front of your

14   very eyes. Thank you.

15   Sir.

16   MR. O'MAHONY: Dan O'Mahony, Brown

17   University Library. I too want to collaborate

18   with Michele.

19   And just offer sort of a friendly

20   interpretation of that last bullet point in

21   that I read it as getting back to the

22   collaborative and partnership point that was

23   discussed just previously, that this is part

1   of the mission of the program.

2   There are lots of different

3   partners in that program. Some partners may

4   do some of these things. Other partners may

5   be doing other parts of it. But the program's

6   responsibility, I think, is indeed the

7   permanent public access of all those kinds of

8   information products.

9   MR. DESSY: Thank you. Yes, to my

10   left, ma'am.

11   MS. HARTNETT: I can't think fast

12   enough.   Cass   Hartnett,   University   of

13   Washington Libraries.

14   I want something that captures a

15   potential different data delivery system.   I

16   mean, we've got publications are mentioned in

17   four, and then websites are mentioned in five.

18   And when we're thinking about data, there's

19   probably a different delivery system than

20   websites.   It may even be one in that five-

21   year period going up to 2017 that we can't

22   anticipate now. Holographic data, etcetera.

23   MR. DESSY: Right. So, we need to

1   think expansively.

2   MS. HARTNETT: Right.

3   MR. DESSY: Yes, ma'am, and then we

4   need to move on to our next -

5   MS. WALSH: Very short. Mary Jane

6   Walsh, Colgate University. Ditto.

7   MR. DESSY: Take your time. Take

8   your time.

9   MS. WALSH: No, she said what I was

10 going to say. The final bullet is too

11 specific in its type of format. It should

12 just be information whatever format.

13   MR. DESSY: Okay. Okay. Thank you

14 very much. Okay. Can we go to the next one?

15   Values.

16   These are the values that were

17 articulated in that earlier draft strategic

18 plan that are meant to provide the foundation

19 for the FDLP.

20   One, no-fee access for anyone from

21 anywhere to use materials. And I've heard

22 that - I mean, I've only been here a few hours

23 and I must have heard that eight times

1   already, right? No fees ever, okay.

2   Collections.   Tangible and online

3   collections   built   to   support   user   and

4   community needs.

5   Collaboration and communication, or

6   we might say partnership in this case.   A

7   strong   depository   library   network   built   on

8   transparent open communication.

9   Can you just click to the next one

10   real   quick,   because   there   are   more   values.

11   Expertise and professionalism, dedicated and

12   knowledgeable   staff   enrich   one's   library

13   experience by providing quality user-centric

14   services, being good stewards of the resources

15   entrusted to us by the American people.

16   Is that all of them?   Okay.   So, we

17   had six values that were articulated in an

18   earlier document.

19   Do these values represent you?   Do

20   these values represent the FDLP?   Do these

21   values represent where you want the FDLP to

22   go?

23   Yes, ma'am.

1   MS. HODUSKI: Bernadine Abbott

2   Hoduski.

3   I think the values have to include

4   not just depository libraries' interaction

5   with other depository libraries, but many

6   former depository libraries are no longer

7   depository libraries, but they still have

8   government documents and they still provide

9   services and they still need support. They

10   are part of the user community.

11   Then you have the broader user

12   community of special libraries and all kind of

13   libraries that were never depository libraries

14   who are also the users. And then you have the

15   general public.

16   And there's nothing in here about

17   collaborating with the users of depository

18   libraries. And that's been something that

19   we've talked about over the years, and some

20   libraries are doing that working with their

21   users in a more formal way, but that needs to

22   be in this as a value.

23   MR. DESSY: Okay. For example,

1 under the third bullet we talk about

2 collaboration between the libraries, the

3 agencies, but you're saying collaboration

4 between the libraries and their users.

5   MS. HODUSKI: Yes. The

6 nondepository libraries are not even

7 mentioned.

8   MR. DESSY: Okay.

9   MS. HODUSKI: And the users are not

10 mentioned.

11   MR. DESSY: Okay. So, nondepository

12 libraries and users -

13   MS. HODUSKI: Correct.

14   MR. DESSY: -- need to be

15 calculated in there somehow.

16   MS. HODUSKI: There needs to be

17 collaboration among them.

18   MR. DESSY: Okay.

19   MS. HODUSKI: I mean, public

20 libraries have Friends of Libraries.

21   MR. DESSY: Right.

22   MS. HODUSKI: Some universities even

23 have Friends of Libraries.

1   MR. DESSY: Okay. Okay. Yes, sir.

2   MR. BAKER: Gavin Baker, OMB Watch,

3 not a federal depository library. So, I can't

4 tell you what your values are, but I would

5 like to submit this suggestion.

6   It seems to me that these values

7 pretty well capture how people want the

8 program to operate, but I don't know if they

9 speak to the values that the program is for.

10   So, I would suggest adding open

11 government as a value of the FDLP. The FDLP

12 believes in and is for open government, and

13 that's at its heart and what it is, why it

14 exists and what it values.

15   MR. DESSY: Okay. Very good point.

16   Thank you. Yes, ma'am.

17   MS.   HARTNETT: Cass   Hartnett,

18 University of Washington Libraries.

19   Is this a place where we could

20 capture the movement towards collaboration

21 between libraries, archives and museums? Do

22 we want to use language like cultural heritage

23 organizations, one of the things we hear a lot

1   now, or additional educational organizations?

2   Just a thought.

3   MR. DESSY: Right. Well, as we were

4   talking about partnerships with libraries that

5   are no longer depository libraries. They're

6   other types of, I mean, why not think about

7   that particular issue?

8   Yes, ma'am.

9   MS. ORTH-ALFIE: It kind of -

10   MR. DESSY: Your name?

11   MS. ORTH-ALFIE: Oh, I'm sorry.

12   Carmen Orth-Alfie, University of Kansas.

13   Kind of building a little bit on

14   what Cass is saying, I think that in the

15   values of collections it's not so much that I

16   value tangible or online, but I value

17   collections that are authenticated and

18   trustworthy.

19   And I think you could not even

20   worry about what format it is, but that it's -

21   Google can have tangible, I mean, online

22   collections of official, but that doesn't mean

23   they're authenticated and trustworthy.

1   MR. DESSY: Okay. So, you think

2   that should be built into the value statement

3   somewhere, okay. Thank you very much.

4   Yes, sir.

5   MR. MEYER: Larry Meyer, Law Library

6   for San Bernardino County.

7   I'm also wondering if this might be

8   a good place to work something in about -

9   there's an expectation that you use resources

10   beyond   what   are   available   through   the

11   depository system be they state depository

12   items   or,   you   know,   for   pay services   or

13   whatever, but to somehow work that in, in

14   addition to what's already mentioned there.

15   MR. DESSY: Okay. Thank you.

16   Are there any values that may have

17   struck you that aren't mentioned here?   Yes,

18   ma'am - I'm sorry, that was just as much a

19   rhetorical question as anything else, but go

20   ahead. Yes, ma'am.

21   MS.   FELTREN: Hi.   I'm   Emily

22   Feltren,   American   Association   of   Law

23   Libraries.

1   MR. DESSY: Yes.

2   MS. FELTREN: I wanted to agree with

3   what Gavin said about open government, and

4   also build on that a little bit. I see

5   collaboration and transparency. I also like

6   participation or participatory. These are

7   words I've heard Mary Alice mention, and also

8   were some of the Obama Administration's key

9   words.

10   And also add no-fee permanent

11   public access to the access statement, I

12   think, would be even stronger.

13   MR. DESSY: No-fee permanent access?

14

15   MS.   FELTREN: Permanent   public

16   access.

17   MR. DESSY: Permanent public access.

18   Thank you. Let me switch over to this side

19   for a quick moment.

20   MS. CONCANNON: I'm Marie Concannon,

21   University of Missouri Library, and I'm with a

22   regional.

23   And one thing I've been chewing on

1 during this whole discussion probably fits in

2 right here. And that is when I walk through

3 my stacks, I can tell you what I value when I

4 see the things.

5   What I really value is when I see

6 some old item. Like, for example, just last

7 week I was waking through my stacks and I saw

8 an 1867 book titled The Condition of the

9 American Tribes commissioned in 1865. 350

10 pages with verbatim testimony telling what the

11 government agents found when they went out to

12 these places.

13   My eyes fell on one sentence and it

14 said, do they have enough ponies? They said,

15 no, sir, they don't have enough food.

16   And I thought, you know, all of

17 this is going - more and more of it is going

18 online and it's going to open it up fabulously

19 to our users. And I really like that, but I

20 value that first edition objection, that

21 tangible piece that I hold in my hand that

22 somehow made its way from Washington, D.C. to

23 Missouri sometime in the year 1868, maybe.

1   I know that a few years ago one

2 person came to the microphone and said, you're

3 going to turn us into a museum. Are we

4 supposed to be a museum?

5   And I thought to myself, gosh,

6 maybe the things I value most about my

7 collection really are museum items. Maybe

8 they do belong in my special collections

9 department.

10   So, maybe somewhere - I don't know

11 if this belongs here or not. I'll leave it to

12 the group to decide. But I value the history,

13 I value that original object, and I value the

14 way the FDLP preserves the whole history of

15 our American government of everything we've

16 ever done back to the beginning.

17   MR. DESSY: Thank you.

18   (Applause.)

19   MR. DESSY: That was very eloquent.

20 Thank you. Yes, ma'am.

21   MS.   MALLORY: Mary   Mallory,

22 University of Illinois, Urbana-Champaign.   I

23 think there's one other word that's crucial,

244

and that's "equitable."

We don't just want no-fee access.
We want equitable access because there are
digital products and systems being created
that are no fee, but they are not equitably
accessible to everyone.

MR. DESSY: Okay.

MS. MALLORY: Thank you.

MR. DESSY: Thank you, and, yes,
sir.

MR. FISCHLSCHWEIGER: Tom
Fischlschweiger, Broward County Main Library.

One of the things that strikes me
coming from a public library is that since we
are, to some degree, representative of a
government agency, one of the things I notice
especially when people are trying to get e-
Government services, etcetera, is there is a
lot of, for lack of a better term, mistrust of
the government, various government agencies,
frustration with the government and so on.

And I think one of the values that
we have that we seem to take so for granted as

1 librarians that needs to be more explicitly

2 stated for the people who are not librarians

3 who may look at these documents, is that we

4 are indeed value neutral.

5 We provide the information, but we

6 do not provide a point of view. We are here

7 to provide the information for the

8 interpretation for the people that use it. We

9 don't have an agenda other than to be good

10 stewards of the stuff that's been entrusted to

11 us.

12 MR. DESSY: Okay. Thank you very

13 much. Anything else? Maybe it's because I

14 teach sometimes in a library school, but one

15 of the things that we spend a fair amount of

16 time on is the whole issue of ethics and

17 information ethics.

18 And I don't know how I want to

19 express that other than to say perhaps as you

20 all think about this, more and more

21 organizations are filling the need to be very

22 explicit about their support for information

23 ethics and what that means.

1   So, I'm just going to throw that

2 out there as an unsolicited facilitator's

3 comment.

4   Yes, ma'am.

5   MS. RAWAN: Atifa Rawan, University

6 of Arizona, Tucson.

7   I see in the value statement,

8 something about train staff, but I think we

9 also in these days of the electronic

10 environment, we need tools. I'm not

11 advocating Google, but look what Google has

12 done.

13   So, if we develop tools that's a

14 means to provide access to government

15 information, wider access, that's something we

16 should also be focusing on tools, is what I

17 was thinking.

18   MR. DESSY: Okay. Thank you very

19 much, and we need to move on. So, here are

20 some more straw men.

21   We have identified four goals that

22 we think could be points of discussion as you

23 move into this process in the near future.

1   The first, and I want to be very

2   clear about this, is to make sure that at

3   least I understood where the state plans and

4   the state and the focused action plans fit

5   into this other strategic plan. There has to

6   be a coherence to it, at least to my way of

7   thinking.

8   So, what I was suggesting to Cherie

9   and to Mary Alice, is that what we've talked

10 about this morning is, in fact, part of a

11 larger strategic process.

12   Now, we know that what we talked

13 about this morning is really focused on

14 getting some information to help inform

15 discussions about changes to Title 44, but

16 that can't exist separately than this broader

17 strategic plan.

18   So, the first goal as I envision

19 it, and again this is just out there for

20 debate, is to develop recommendations for the

21 possible revision of Title 44.

22   You can see we mentioned the state

23 forecasts and the state-focused action plans,

1   the focused interviews because we talked a lot

2   about technical assistance and focused

3   interviews, and also collaborations with other

4   organizations and associations.

5   This morning the gentleman was

6   suggesting that we work with ALA and SLA and

7   ARL and those other types of associations to

8   make this come to pass. So, that was, in my

9   thinking, one of the major goals of your

10   strategic planning process.

11   Thoughts? Comments? I mean, this

12   is the world according to Blane at this point.

13   So, if it makes sense to you, gee, I'm really

14   happy. If it doesn't, you can say.

15   Go ahead. Yes, ma'am.

16   MS. HODUSKI: Well, I'm Bernadine

17   Abbott Hoduski.

18   I'd   like   to   see   develop

19   recommendations for the possible revision of

20   Title 44 and interim steps to improve the

21   program.

22   MR. DESSY: Okay.

23   MS. HODUSKI: And I don't really

1 understand Bullet 3. Who's collaborating with

2 these other organizations and associations?

3 MR. DESSY: Oh, I'm sorry. FDLP.

4 It would be FDLP working with its partners and

5 collaborators to move towards the revisions to

6 Title 44.

7 This is very badly written at this

8 point.

9 MS. HODUSKI: Who's really going to

10 provide the leadership? Are you saying that

11 is really the Government Printing Office, or

12 the Joint Committee on Printing, or House

13 administration, or Senate rules?

14 I mean, that could work out, I

15 mean, some other leadership other than it just

16 is nebulous kind of collaborating.

17 MR. DESSY: Okay. I mean, I would

18 say I think that FDLP provides the leadership

19 in this effort.

20 Do you disagree with that?

21 MS. HODUSKI: I don't think that it

22 - that the only thing in Title 44 in order to

23 make the program work, is necessarily just

1 confine the Federal Depository Library

2 Program.

3   MR. DESSY: Right.

4   MS. HODUSKI: Because Chapter 17 of

5 Title 44, 1710 and 11 which require the

6 cataloging and total identification of every

7 document, is essential to the operation of the

8 Federal Depository Library Program and every

9 other library throughout the world, for that

10 matter.

11   So, actually I see - I think it's

12 the leadership of the Public Printer of the

13 United States.

14   MR. DESSY: Okay.

15   MS. HODUSKI: That's who should be

16 the leadership.

17   MR. DESSY: Okay.

18   MS. HODUSKI: And that the buck

19 stops there.

20   MR. DESSY: Okay. I think that's

21 very helpful in terms of defining who you

22 think should be in that leadership position.

23   You're saying it's the Public

Printer.

MS. HODUSKI: Yes.

MR. DESSY: Okay. Thank you very much. Yes, ma'am.

MS. SMITH: Lori Smith, Southeastern Louisiana University.

Based on the conversation this morning I think that came from, I had the impression it was more input solicited from organizations and associations.

Rather than really collaboration, it was just we were going to consult with them and get their input -

MR. DESSY: Okay.

MS. SMITH: -- like we're getting input from the depositories themselves.

MR. DESSY: Okay. Again, I'll take responsibility for this. I was trying to put words on paper that I could use as a jumping off point to begin this conversation with you. So, there's plenty of corrective writing that needs to go on before this is even close to being ready for prime time, if it's ever ready

1 for prime time.

2 Yes, Mary.

3 MS. WALSH: Mary Jane Walsh, Colgate

4 University.

5 MR. DESSY: Right.

6 MS. WALSH: I'm looking for someone

7 to help me make the leap between the state

8 forecasts and the state-focused action plans

9 and revision of Title 44.

10 I sort of understand you need to

11 gather more information. That's what the

12 state forecast is.

13 But the fact that my state might

14 decide to do X, Y or Z, how does that feed

15 into revision of Title 44?

16 MR. DESSY: Okay. I can take a stab

17 at that, or one of the GPO staff can.

18 I would think it would feed at

19 least to my way of thinking, and I'm just the

20 facilitator, I would think it could feed into

21 thinking about Title 44 in terms of trends or

22 issues that you've brought to the attention of

23 the larger group that might need to be

1 considered as part of those revisions.

2 If you're creating an initiative

3 that's so new, so fresh, so unthought of

4 before, it could impact my thinking about how

5 I might want to suggest any revisions to Title

6 44. That's my own thinking.

7 Cherie is going to comment as well.

8 DR. GIVENS: Sure. Cherie Givens,

9 GPO.

10 One of the things particularly when

11 we're looking at the state forecast, is that

12 when we look at the burdens that libraries are

13 under now, part of that may well be feeding

14 into the constraints within Title 44,

15 particularly Chapter 19.

16 And what our hope is, is to take a

17 look at the forecasts and look at the action

18 plans that stem from them, and then map those

19 to the current Title 44 Chapter 19 provisions

20 and see where there might be flexibility where

21 we can either work it as we have it through

22 our own regulations and reinterpretations, or

23 whether or not something actually needs to

1   change at the legal level in order to make

2   those things happen.

3   And if what we see is that there is

4   a dire situation going on and that this

5   provision needs to be changed in order for

6   that to happen, I see that if these plans are

7   carried out as we envision them, that this

8   would provide us with proof, concrete proof in

9   a quantitative manner that this needs to

10   happen, this is the current situation.

11   So, that's, I think, the stream

12   that I'm on.

13   MR. DESSY: Okay. Ma'am, before you

14   walk away, I'm not letting you off the hook

15   that easily. Did that help explain anything

16   to you or -

17   MS. WALSH: Mary Jane Walsh, Colgate

18   University.

19   The very last bit made the - helps

20   with the connection between the plans. The

21   forecasts I understand.

22   MR. DESSY: Right.

23   MS. WALSH: Because there are

1 libraries drowning under the requirements of

2 being a depository right now.

3   MR. DESSY: Right.

4   MS. WALSH: So, I understood the

5 forecasts. I'll take it on faith on the

6 plans, which you just - your last statement

7 sort of helped.

8   MR. DESSY: I would suggest that you

9 keep asking that question. I mean, there's

10 going to be a lot of time for comments and

11 talking. So -

12   DR. GIVENS: Can I make just one?

13   MR. DESSY: Sure, Cherie.

14   DR. GIVENS: Cherie Givens, GPO.

15   I see what you're saying. And for

16 me when I think about it, I think that when

17 we're looking at the forecast, the forecast is

18 going to tell us what the major problems are.

19   When we're looking at the focused

20 action plan, it's going to tell us what things

21 you can do at the grassroots level in your

22 state and/or region. But when we compare the

23 two, we can still see the area where GPO may

1   need to step in, right?

2   Because each state cannot

3   necessarily do all the things that can be this

4   set of things that are dire situation, but you

5   can only handle A and B, who is going to

6   handle C and D?

7   And this, to me, is how I see those

8   two things related and then tying into the

9   analysis of what changes may be needed.

10   MR. DESSY: Okay.

11   DR. GIVENS: Does that make it a

12   little clearer?

13   MR. DESSY: Very good exchange.   I

14   think you were perhaps first, and then we'll

15   come back to my right.

16   Yes, ma'am.

17   MS. CHILDS: Miriam Childs, Law

18   Library of Louisiana.

19   I'm a fairly new depository

20   librarian. So, forgive my ignorance, but I'm

21   kind of confused about which entity would

22   actually revise Title 44.   Like, who would

23   actually do the text to get it in to the CFR?

1   I'm just confused about that.

2 Thanks.

3   MR. DESSY: I'm assuming it would

4 have to be, I mean, if we're speaking purely

5 bureaucratically, I think it would have to be

6 done by the Government Printing Office.

7   Am I correct on that, Mary Alice?

8 And for something to be submitted for the CFR,

9 it has to be done by a federal agency.

10   Am I answering your question, or

11 not?

12   Okay. Don't let me get away from

13 that issue. Yes, ma'am, and then, sir.

14   MS. SELBY: Barbie Selby, University

15 of Virginia.

16   And I may be in answer to a little

17 bit, but it seems to me that Depository

18 Library Council needs to be there as -

19   MR. DESSY: Yes.

20   MS. SELBY: -- maybe in the - I

21 would hope that those state plans and

22 forecasts, that looking at those, which isn't

23 anybody recommending changes to Title 44, it's

1   the situation in the plans, but it seems to me

2   that the Council to the Public Printer is a

3   good group to start looking at that

4   information -

5   MR. DESSY: Right.

6   MS. SELBY: -- and very much

7   partnering, collaborating with the Government

8   Printing Office about looking at what title

9   changes.

10   And I guess my only other thought

11   is this process, I mean, I want us to think

12   outside the box, and this process seems a

13   little inside the box to me.

14   MR. DESSY: Okay, that's fine. Yes,

15   sir, and then we need to move on because I've

16   already used up all of our time. I'm going to

17   beg for five more minutes, but go ahead, sir.

18   MR. HAYES: Steve Hayes, University

19   of Notre Dame.

20   Civics 101 says Congress will

21   modify the language of the statutes that will

22   subsequently follow on.   The real Civics

23   lesson is there are any number of contributing

1   suggesting bodies that will give Congress

2   potential wording that they may feel reflects

3   what they actually want to do.

4   So that in the past, we have had

5   lobbyists that have written legislation and

6   hand it over and it's been enacted pretty much

7   verbatim.

8   In other cases, it is the

9   depository community going through its various

10   organizations, ALA, SLA, AALL and ARL working

11   in union saying, yes, this wording works for

12   us. We would not object to it. And the then

13   legislative body of the House or the Senate

14   would take it forward.

15   MR. DESSY: Yes, it can be a very

16   complicated and very confusing process. Okay.

17   We need to move on because I've already

18   overstayed my welcome.

19   Goal B is something that existed in

20   a previous draft - I'm just going to fly

21   through these because I'm going to mess up the

22   rest of this agenda if I keep talking - was to

23   develop new models for federal depository

1 collections, investigate current processes for

2 the disposition of materials and offer

3 alternatives, develop a collection plan for

4 GPO to manage the FDLP online collection.

5 One of my questions is, are we

6 really just talking about revisions to Title

7 44 in this case? I think we're not, but these

8 are just straw men.

9 Let's keep moving. As part of Goal

10 B, develop a comprehensive collection of

11 online authenticated federal publications,

12 that asterisk means that work is already

13 underway. That's the FD system.

14 Digitize and support digitization

15 of federal government publications and

16 preserve and support preservation of federal

17 government publications, all somewhere in

18 progress, right?

19 Goal C, develop new models for

20 federal depository services, create a

21 comprehensive online catalog of federal

22 publications, increase access to and usability

23 of federal information and develop a registry

1   of experts.

2   And D, new models for the federal

3   depository community, share resources and

4   provide collaborative services, and conduct

5   outcome-based assessments of depository

6   libraries.

7   That's the straw man that Cherie

8   and I came up with. It will be on the

9   website. It is there for you to take apart

10 and put back together again. It's there for

11 you to add language. It's there for you to

12 object or suggest things. Or if we want to

13 think more outside the box, this is your time

14 to start giving us those outside-the-box

15 ideas.

16   This is just a framework. So, this

17 is not meant to be what the FDLP is going

18 forward with at this time. This is meant to

19 give you a structure to start some

20 conversations about the next five years and

21 how to think strategically about the program.

22   Okay. So, you'll have time to

23 comment on this, and I'm done. Thank you all.

1   (Applause.)

2   MR. DESSY: I believe that we have a

3   15-minute break, which means that you need to

4   be back here a little bit before 10 minutes of

5   4:00.

6   (Whereupon, the above-entitled

7   matter went off the record at 3:32 p.m. and

8   resumed at 3:51 p.m.)

9   MR. DESSY: Well, here we are at the

10   end of four days of interesting talk,

11   collaboration, thinking, dreaming about the

12   Federal Depository Library Program and what is

13   going to be done in the future.

14   Mary Alice asked me if I would just

15   do a tiny recap of today, and I'm happy to do

16   that.

17   Today was all about the future. It

18   was all about the future of the Federal

19   Depository Library Program and where you, as a

20   community, want to take this program.

21   Obviously, it's rooted in

22   legislation, it's managed by a federal agency,

23   but FDLP is truly driven by the community of

people who work in it every day, and that's you.

And so, the conversations today that we had about the future are really the conversations about yourself and how you want to think about the program. But perhaps just as importantly, how you want to think about yourself as information professionals as you move into the future.

In listening to everything that we talked about today, I want to underscore just a few things. One is I was very impressed by your participation in the conversations.

As a facilitator, my worst nightmare is that everyone is going to be quiet. And I just don't have seven hours of amusing anecdotes to share with you. Maybe five hours of amusing anecdotes.

So, I was really thrilled that so many of you were here and made very, very thoughtful comments about this program. To me, that's the most important takeaway and I hope that you all were very aware of how

1 energizing it was to have a room full of

2 people who really wanted to talk about this

3 program and how to make it better.

4   So, as an outsider, as someone who

5 gets to leave today at 4:30 and not have to

6 worry about the big FDLP issues, I think you

7 should all be very proud of yourselves for

8 being so engaged and for being so committed to

9 the future and to the improvement of the FDLP

10 program.

11   So, I think you should give

12 yourselves a round of applause.

13   (Applause.)

14   MR. DESSY: I think the FDLP program

15 from where I sit, is in very good hands. I

16 think you're going to do some amazing things,

17 and I think it's just a matter of you all

18 working together being the kind of team that

19 you need to be, and doing some really great

20 stuff.

21   And I think I will turn it over to

22 James.

23   MR. JACOBS: Okay. Thanks, Blane.

1 I'm James Jacobs, Stanford University and

2 Chair of the Depository Library Council.

3   So, Mary Alice asked me to just

4 sort of have some reflections of the day.

5 Some of these reflections of the day include

6 sort of a reflection of the whole week because

7 things kind of bleed together sometimes in my

8 mind.

9   So, I was scrolling through the

10 Twitter feed. I don't know if folks have been

11 following that.   Thank you, Kate, for all

12 those Tweets. She's been doing a yeoman's job

13 at that.

14   And so, I just wanted to highlight

15 some of the things that came to my mind. It's

16 really clear that GPO is doing a lot of

17 projects in collaboration with or for the

18 community both listed today, as well as

19 throughout the conference; web harvesting and

20 PACER project and court opinions, PURL

21 referral tolls, MetaLib, the list goes on and

22 on and on.

23   It's really amazing what GPO staff

1   is doing with very little funding and mostly

2   with blood, sweat and tears.   So, I really

3   appreciate GPO staff for that.

4   It's also clear that the community

5   remains active and passionate about government

6   publications. And that's clear not only from

7   today's process, but for the whole conference.

8   Three days of educational programs is really

9   proof that we're doing a lot in the community,

10   and really interested in doing more.   And

11   we're also looking for ways to collaborate, to

12   work together. And I think that's a positive

13   thing.

14   The process, I think, that it's

15   clear to me, also, that GPO is looking for

16   help and looking to work together on

17   forecasting and planning towards a sustainable

18   FDLP future.

19   Whether that's Title 44 change or

20   Title 44 edits or however it is that this

21   process works itself out, it's clear that GPO

22   is interested and a willing partner with the

23   community on doing that.

1   And that at least form my

2 perspective, GPO has mapped out a clear - a

3 fairly clear and concise process to gather

4 information from all of us, as well as

5 information from those outside of the

6 community.

7   I think we're all free to sort of

8 leverage our connections and our networks

9 whether they be FDLP related or not, to gather

10 information, pull that information together,

11 move it forward, and I think that's a good

12 thing.

13   It's also clear that there's

14 passion in the community both towards this

15 process, as well as towards the process of

16 serving the public towards government

17 information.

18   Librarians have lots of ideas. We

19 love and want clear process that's also very

20 clear, and we could probably fill up three

21 days of strategic planning.

22   I don't know if Blane would want to

23 stay here for three days, but -

1   MR. DESSY: Sure.

2   MR. JACOBS: I haven't asked him

3 yet.

4   I guess that last piece on the

5 discussion on the mission statement, the

6 values and the goals, I'll wrap that up here.

7   Feels to me like the people in this

8 room, depositories in general, are really

9 affirming their commitment to working in the

10 FDLP and assuring that the FDLP continues to

11 be a sustainable program in the future for

12 both access to and preservation of government

13 information.

14   And for that, I thank everyone in

15 this room and anyone in the Twitter verse

16 that's following along as well. Thanks.

17   MR. O'MAHONY: Hi. Again, I'm Dan

18 O'Mahony from Brown University, and Mary Alice

19 wondered if I had any more photos of Halloween

20 costumes to share with folks. So, that's why

21 I'm here.

22   Just reflecting back on today, I

23 think, first, I really want to commend GPO for

being bold and taking the initiative to launch this effort.

It's been really exciting to participate today and to see the energy and the ideas that are being generated already.

I think this bodes very well for what will come forth from the states and from the individual library forecasts and the state action plans.

And I think it's especially important for at least two reasons. First, the most recent major Title 44 revision effort of which I was intimately familiar, it was really initiated and coordinated, to a large extent, by the associations, library associations, and that was a wonderful undertaking by those groups working collaboratively together.

But I think one of the things that was missing was this kind of far-reaching, grassroots, bottom-up, data-driven, if you will, approach that truly involved every federal depository library and reached beyond

even just the depository community.

I think the other really important reason for this is echoing back on Bernadine's reality check reminder to us in that nothing is guaranteed in the world of legislative reform.

So, all of this work will feed into an effort to reform and restructure the program at the national level. A lot of good work will also help inform some immediate outcomes at the ground level in the event, hopefully not, that the law does not get revised.

And finally, I guess I'd just like to reiterate one of the points that I tried to make this morning. And that is that when we come together as a community, we are capable of great things.

And I'm excited about the discussion and the commitment that's been evident here today. And I'm confident that through the hard work of all of us and all of our colleagues out there, great things are

1 ahead for the Federal Depository Library

2 Program. Thanks.

3 MS. BAISH: Mary Alice Baish, U.S.

4 Government Printing Office.

5 I think Dan and I have worked

6 together for too many years. He just took my

7 entire script, but let me just reiterate a few

8 points.

9 In San Antonio, for those of you

10 who were able to attend or who read the

11 transcript of that meeting, I announced what

12 my goals were as brand new, at the time,

13 Superintendent of Documents. And that was

14 transparency.

15 And I'm going to give a shameless

16 plug. Those of you who have not read the FDLP

17 connection, please find it on the desktop and

18 subscribe. That is leading to my second goal,

19 which is more collaboration and more

20 partnerships.

21 And those of you in the room who

22 have contributed articles to the FDLP

23 Connection, thank you so much. And those of

1 you who have not yet written, we will either

2 come patting you on the shoulder or please use

3 our easy form and suggest an article.

4 We just really want to make this as

5 powerful as we can, and we cannot do it

6 without you.

7 And the third goal is education and

8 training. And I've talked on Monday about our

9 full curriculum in FDsys training with our 33

10 modules. And then I sent staff a note after I

11 attended Wendell Skidgel's wonderful hands-on

12 session on the new United States Courts

13 Opinions collection. So, now we have another

14 module to quickly put together for helping our

15 users best use that content.

16 Earlier today I believe this

17 morning someone mentioned, so, what are the

18 carrots for me to get involved and to do all

19 of this work?

20 Well, I'm trying to be creatively

21 coming up with some carrots for you thinking

22 maybe since we don't have funding to give you

23 all rewards, maybe we could have three times

1   the number of chocolate chips in the cookies

2   next year or something like that to give us

3   more energy.

4   Not that you have not been

5   energetic. I think one of the things that has

6   excited and thrilled me about today for those

7   of you who have been able to stay through the

8   end of the day and so many people were here

9   until way after lunch, had to run to catch

10 their flights, we've seen an enormous amount

11 of energy in this room today. And that is

12 exactly what we need to move forward.

13   I'm an action-oriented person and

14 I'm going to depend upon all of you to take

15 our discussions today. And when we begin to

16 build up on the conversations on the FDLP

17 communications, that you will help energize

18 and engage others who could not be with us

19 today.

20   I also wanted to mention as Cherie

21 Givens did earlier, that we are bringing in an

22 outside consultant who is a professional data

23 analyst, to assist us not just on the new data

1   that we're going to be getting from you or

2   helping us define all the data points that we

3   need from you, but we have since 2002 biennial

4   surveys.

5   All of those are available

6   electronically. So, there's a long history of

7   data that we need to have examined. A number

8   of reports, there was a regional report with

9   interviews of regional librarians. There was

10   a GPO report on possible new models for the

11   program.

12   We've got a lot of data there. We

13   just haven't had either the time or the

14   expertise to help us put all that together.

15   So, matched along with that with

16   what we get from you from these new state and

17   library forecasting plans will be very

18   helpful.

19   On Sunday, I'm flying out to New

20   Mexico to attend the COSLA fall meeting. I

21   have a lunch planned with the 13 state

22   librarians who are regional librarians. And

23   I'm also going to be giving a report at their

concluding business meeting, and I'm really looking forward to that opportunity.

I want to thank Gavin for coming to the conference this week. We've worked closely together for many, many years. And I think his earlier comment at the microphone reminded us all that really the FDLP with antecedents back to 1813, is the original open government and transparency program, and remains that today.

Like Dan, I'm very optimistic about our future together. And I want to thank Blane, number one, for his excellent work helping us move things along.

(Applause.)

MS. BAISH: It will be payback time for me, I know, but thank you. You just have pulled everything together for us so nicely.

James, once again, I want to thank you and every member of the Depository Library Council for your constant support and collaboration.

This is not a GPO - well, some of

1 the energy and impetus will be coming from us.

2 We work closely with council and will

3 continue through the coming two years, to work

4 even more closely together.

5 I want to thank my friend Dan for

6 his eloquent remarks and reminding me so

7 vividly of all the time and effort we've put.

8 And many of you were here in the room at our

9 last effort to revise Title 44, and reminding

10 us of the key points that are going to be

11 needed to make this happen.

12 Today is just the beginning of the

13 conversation. So, in a way, you are all our

14 first focus group. We need you to go out and

15 tell your colleagues about what we've done

16 today.

17 This is just the beginning of our

18 discussion, and we will be continuing it

19 virtually.

20 I have said often that to me the

21 documents librarians are the heart of the

22 program. And I think I've just been reminded

23 of that so effectively all week. And I want

1   to thank all of you for what you do every day

2   to help GPO run this magnificent public access

3   program.

4   For those of you who have any

5   questions or comments, would like more

6   clarification, I'll be out in that recreation

7   room behind us for a little bit of time.   I

8   think I've heard from many people that they're

9   tired of sitting and they need to stretch.

10   So, we can take the conversation outside.

11   I also want to lastly invite each

12   and every one of you to communicate directly

13   with me at any point in time.   You can reach

14   me at mabaish@gpo.gov or (202) 512-1313.

15   I would welcome a break in my day,

16   and we'll try to get back to you, but I really

17   think that what we've done all this week, and

18   especially today, is bring together a dialog

19   and improved communications and energy.

20   And I want to thank each and every

21   one of you for making that possible.   Thank

22   you.

23   (Applause.)

1   MR. JACOBS: I also want to thank

2   Mary Alice for helping to put this together

3   today.   I really think that you did a great

4   job, as well as GPO staff.   So, thank you,

5   Mary Alice.

6   (Applause.)

7   (Whereupon, the meeting was

8   adjourned at 4:09 p.m.)

9

10

11

12

13

14

15

16

17

18

19

20

21

22