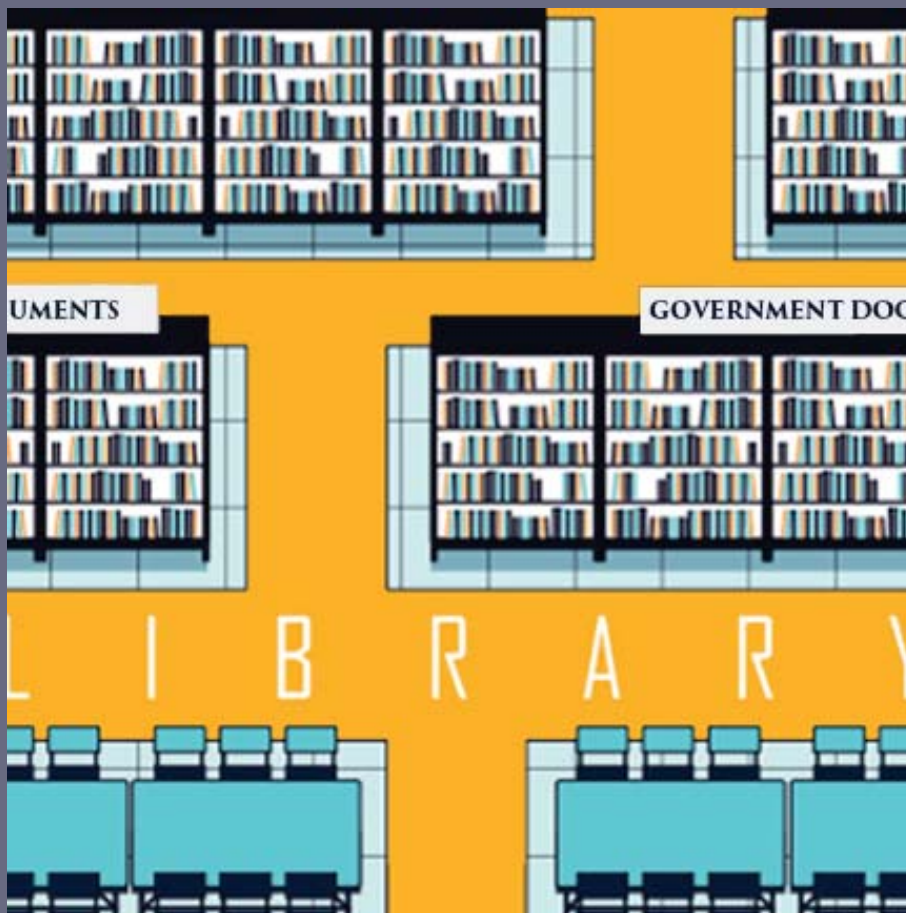


# 2015 Depository Library Council Meeting Transcripts

Washington D.C. | October 19 – October 21, 2015



FEDERAL DEPOSITORY LIBRARY PROGRAM

<http://www.fdlp.gov>

## 1 U.S. GOVERNMENT PRINTING OFFICE

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5 DEPOSITORY LIBRARY COUNCIL MEETING AND  
6 FEDERAL DEPOSITORY LIBRARY CONFERENCE7  
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10 MONDAY  
11 OCTOBER 19, 201512  
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15  
16 (10:34 a.m.)

17 MS. PRITCHETT: I'd like to call this  
18 meeting to order. My name is Hallie Pritchett. I  
19 am the head of the Map and Government Information  
20 Library at the University of Georgia and Chair of  
21 the Depository Library Council. Welcome to the  
22 2015 Depository Library Council Meeting and  
23 Federal Depository Library Conference. I think I  
24 speak for everyone in this room when I say how  
25 excited I am to be attending our first face-to-face  
26 meeting in a year and a half. I am also very  
27 excited for the number of virtual attendees who are  
28 able to join us from home this week. Between  
29 virtual and in-person attendees, we have over 600  
30 people attending our meeting.

31 We have a very full agenda this week of  
32 great presentations and Council sessions, so we're

1 just going to get right to it. I'd like to start  
2 by asking that the members of the Depository  
3 Library Council introduce themselves, starting to  
4 my right.

5 MS. BERNSTEIN: Hi. Melissa  
6 Bernstein. I'm at the University of Utah Law  
7 Library.

8 MS. RUSS: I'm Karen Russ. I'm at the  
9 University of Arkansas, in Little Rock.

10 MS. GUSS: I'm Erin Guss, with St.  
11 Louis Public Library.

12 MR. SHAW: I'm Jim Shaw. I'm with the  
13 University of Nebraska at Omaha.

14 MS. MASON: I'm Marianne Mason, from  
15 the University of Iowa Libraries.

16 MS. FISHER: Janet Fisher, Arizona  
17 State Library Archives and Public Records.

18 MS. IRWIN-SMILER: Kate Irwin-Smiler,  
19 Wake Forest University School of Law.

20 MS. BEVER: I'm Greta Bever, Chicago  
21 Public Library.

22 MS. COWELL: I'm Elizabeth Cowell, UC  
23 Santa Cruz, University of California Santa Cruz.

24 MR. CISMOWSKI: I'm David Cismowski,

1 California State Library.

2 MR. MATHESON: I'm Scott Matheson,  
3 from the Yale Law Library.

4 MS. TAYLOR: I'm Teri Taylor, from the  
5 New Jersey State Library.

6 MR. GAUSE: Rich Gause, from the  
7 University of Central Florida in Orlando.

8 MR. CORNWALL: Daniel Cornwall, Alaska  
9 State Library.

10 MS. PRITCHETT: I am so very fortunate  
11 to be able to work with such a great group of  
12 colleagues. Before we move on to our next event,  
13 apparently, there is a pair of reading glasses that  
14 have gone missing. If anyone finds them, there may  
15 or may not be a small reward.

16 It is tradition and at our face-to-face  
17 meetings that we do a data visualization exercise  
18 called council calisthenics. It's a very simple  
19 exercise. I read a category. If it applies to  
20 you, stand up. Got it? So, everybody be ready.  
21 First, if you are attending this meeting from East  
22 of the Mississippi River, stand up. Sit down.

23 If you are attending from west of the  
24 Mississippi River, stand up.

1           If you are attending from an island  
2 state or nation, stand up. Puerto Rico? All  
3 right.

4           If you are from an academic library,  
5 stand up.

6           If you are from a public library, stand  
7 up.

8           If you're from a law library, stand up.

9           If you're from a federal library or  
10 library I haven't mentioned yet, stand up.

11           Would all of the regional coordinators  
12 stand up?

13           If you have been attending Depository  
14 Library Council meetings in person or virtually for  
15 over five years, stand up.

16           If you have attended DLC meetings for  
17 over 10 years, stand up.

18           If you've attended DLC meetings for  
19 over 20 years, stand up. These are the people who  
20 have the stories. They're the ones you want to  
21 catch up with and network. They can tell you  
22 things.

23           How many people got financial support  
24 or some sort from their institution to attend?

1                   How many people paid their own way to  
2 attend?

3                   Last question, listen closely. If you  
4 believe in free permanent public access to  
5 government information in all formats, stand up.  
6 Stand up and cheer. Thank you for playing council  
7 calisthenics.

8                   Before I introduce our speakers, we  
9 have a video that shows the relationship between  
10 GPL and the Federal Depository Library Program over  
11 the years. Please enjoy.

12                   (Video playback.)

13                   MS. PRITCHETT: Well, that was great.  
14 Now, it is my privilege to introduce the Director  
15 of the Government Publishing Office, Davita  
16 Vance-Cooks.

17                   MS. VANCE-COOKS: To the FDLDP  
18 participants of this conference, the Depository  
19 Library Council, distinguished guests, LSCM  
20 employees and other GPO employees who are here,  
21 good morning. Good morning. Welcome to our  
22 nation's capital and welcome to the 2015 DLC  
23 Conference. Before I begin my remarks, I would  
24 like to say thank you to the LSCM employees who work

1 so diligently on this conference. Would you  
2 please stand so that we can recognize you? You  
3 have done a great job and we thank you.

4 And also, in terms of the announcement  
5 about the glasses, those are my glasses. So, if  
6 anyone looks on the floor and they find some  
7 beautiful glasses, red rims, the whole bit, they're  
8 mine, and find me, please, so that I can have my  
9 glasses back. Thank you. I'm borrowing these  
10 glasses from Lance. Thank you, Lance.

11 On behalf of the hardworking men and  
12 women of the United States Government Publishing  
13 Office, and as the agency director formerly known  
14 as your 27th public printer, serving as the CEO of  
15 this transformative agency, I bring greetings to  
16 all of you. It is wonderful to see you this  
17 morning. I love the excitement in the air. And  
18 let's not forget the 320 virtual attendees  
19 listening, watching, representing 47 states, plus  
20 D.C. and the U.S. Virgin Islands who are also here.  
21 Give them a round of applause.

22 I really hope that you liked the video.  
23 I'd like to give a big thank you to Gary Somerset  
24 sitting there taking photos. Stand up, Gary. He

1 worked on it, as well as the LSCM employees. But  
2 most of all, I want to thank all of you who responded  
3 to our call for photos, documenting our  
4 longstanding partnership. We received more than  
5 200 photographs, dating from the late 1800's, all  
6 the way through present day. And you probably  
7 recognize some of those photos in the video. But  
8 if you're like me, you want to see all of the photos.  
9 So, don't worry, you will see them. They will be  
10 available for viewing throughout the conference.

11 I hope that you are as excited as I am  
12 about the theme of this conference, GPO and FDLP,  
13 a rich history, a vibrant future. As you know, it  
14 was stated in the video, the Printing Act of 1895  
15 transferred the Depository Library Program from  
16 the Department of the Interior to the GPO. So,  
17 this year, we're celebrating 120 years of working  
18 together to keep America informed, and it is truly  
19 a rich history. We are proud of our history and  
20 our relationship with the FDLP, and we are very,  
21 very excited about our vibrant future.

22 The GPO is on the move, and there is so  
23 much to be proud of. As you know, it was a very  
24 historic moment for us when Congress passed



1 legislation and President Obama signed into law a  
2 re-designation of our name to the Government  
3 Publishing Office. It validated our  
4 transformation, because we are more than just  
5 printers. We are publishers. And I have just got  
6 to say let's give ourselves a round of applause,  
7 because that was major.

8 As you have heard me say many, many  
9 times, publishing includes a broad range of  
10 services, and our five-year strategic plan, which  
11 you can find on [gpo.gov](http://gpo.gov), is based upon an  
12 integrated, diversified product portfolio that  
13 focuses on tangible print products, digital  
14 services and a hybrid and tangible and digital  
15 formats with electronic overlays. Yes, we are  
16 rooted in print and print is our fundamental core.  
17 But we have seen our future, and our future is  
18 digital. And this includes, but is certainly not  
19 limited to electronic content, digital equipment,  
20 digital products, digital processes, digital  
21 databases, electronic information, such as ebooks,  
22 mobile apps, bulk data, graphic design, websites,  
23 secure credentials, and cloud technology. We  
24 provide all of these services, all with a goal of

1 strengthening our position as a publisher.

2 Digital transformation is our game  
3 changer. It is changing our business model, our  
4 employee skill sets, our processes, our equipment,  
5 our products and our services. We are positioning  
6 ourselves so that we can quickly and efficiently  
7 respond to new and challenging publishing  
8 requirements, those known and those yet to be  
9 created. And this strategy requires that we push  
10 beyond our traditional, self-imposed boundaries.

11 It requires that we enter into unique  
12 partnerships, and it requires that we embrace  
13 flexibility. We are proud to follow this strategy  
14 because it allows us to meet the ever changing  
15 requirements of our customers.

16 In the past 18 months since we last met  
17 in D.C. -- by the way, how many of you were here  
18 last time in D.C., the big red building? Had a good  
19 time, right? Well, the GPO has been on the move.  
20 We've had many accomplishments since we started.  
21 We've had many, many initiatives, all of which  
22 point to our vibrant future as a publisher and an  
23 employee and employer of choice. Let me share a  
24 few, and allow me to be proud mama. Here we go.

1           We recently announced our partnership  
2 with OFR to make every issue of the Federal Register  
3 digitally available to the public. This is a total  
4 of 14,587 individual issues, 2 million pages, going  
5 back to 1936. We made the ECFR available in XML  
6 format for bulk data download from FDsys, so that  
7 data can be reused and repurposed for mobile web  
8 applications, data mashups and other analytical  
9 tools by third party providers. We have an  
10 official agency presence on GitHub, a web-based  
11 computer source code sharing and publishing  
12 service. We partnered with Digital Public Library  
13 of America to increase access to government  
14 information.

15           We're preparing to become the first  
16 federal agency to be named a trustworthy digital  
17 repository for government information. And how  
18 many of you know that we make the passport books?  
19 How many of you know that we make secure  
20 credentials? We recently achieved a milestone in  
21 the production of 5 million trusted traveler  
22 program cards for Customs and Border Protection,  
23 and we have been producing these cards since 2008.  
24 And since 2005, we have produced more than 100

1 million e-Passports. And we will soon be  
2 producing the next generation of e-Passports,  
3 which will contain many new high security features.

4 GPO and the Federal Judiciary were  
5 recently honored with a 2015 Digital Government  
6 Achievement Award in the Government to Government  
7 category for providing the public digital access  
8 to 1.4 million federal court opinions on FDsys.  
9 Did you know this is GPO's second Digital  
10 Government Achievement Award? We're on the move.

11 We designed a new website for the  
12 Department of Commerce. We reported historic low  
13 EEO complaints. We had a buyout. We reduced our  
14 staff by 5%. We installed a Zero Makeready Press,  
15 whose high efficiency will improve the production  
16 of printed Congressional Hearings, the Code of  
17 Federal Regulations and other government  
18 publications. And GPO became the first  
19 legislative branch agency to move its email to the  
20 cloud. Are we on the move? Yes, we are. Are we  
21 doing well? Yes, we are. Are we proud?  
22 Definitely.

23 I know that you have heard me talk about  
24 FDsys many, many times. It is a flagship product

1 for the GPO. GPO, and you know this, is proud of  
2 the FDsys. It is a one-stop site for authentic  
3 published government information, and it is a  
4 secure preservation repository for more than 1.4  
5 million individual titles from all three branches  
6 of the government, and indeed it is the only system  
7 of its kind in operation today.

8 Public use of FDsys has increased  
9 substantially since its record of 2009.  
10 Currently, we are experiencing approximately, 36  
11 million retrievals per month, and year-to-date, we  
12 have achieved over 1.5 billion document  
13 retrievals. And GPO has been working really hard  
14 this part year on the next generation of FDsys.  
15 We've rebuilt the site from the ground up. It has  
16 new hardware, a new open source search engine, and  
17 a modern look that is both user and  
18 mobile-friendly. Several exciting new features  
19 include the linked navigation between related  
20 publications. And we've also listened to feedback  
21 from users like you in order to make finding  
22 government information so much easier.

23 Over the past few months, GPO has been  
24 conducting demos of the next generation of FDsys

1 to gather even more feedback from internal and  
2 external users. Some of you may have seen a demo  
3 already. How many of you have seen that demo?  
4 Thank you. I'd like you to take an opportunity,  
5 if you have not done so already, at this conference  
6 to stop by for a demo at the NextGen table during  
7 the breaks, or attend the demo session on Tuesday  
8 morning at 10:30.

9 GPO will be publicly launching  
10 NextGen-FDsys as a beta in January of 2016. Please  
11 stay tuned for more information on the launch  
12 event. We'd love for you to attend. And as a beta  
13 site, we will continue to make additional tweaks,  
14 additional changes and incorporate new  
15 functionality based on user feedback. And during  
16 that time, the current FDsys website will still be  
17 available until switchover is complete.

18 We have dramatically increased our use  
19 of social media, because we believe in customer  
20 outreach and we know that we must reach the  
21 millennials. We're on YouTube, Facebook,  
22 LinkedIn, Twitter, Pinterest, and my favorite,  
23 Instagram. As a matter of fact, GPO is live  
24 tweeting this event using #GPODLC15. And we

1 encourage you physical and virtual attendees to  
2 share your thought and your photos with us. We not  
3 only want you to friend us -- I'm using the lingo  
4 -- we not only want you to friend us, but we also  
5 want you to publicize yourselves. Let us help you  
6 publicize the wonderful things that you are doing  
7 in your community and at your Depository Libraries.  
8 That includes your special exhibits, your rare or  
9 unique materials, your classes, or just a day in  
10 the life of a document's librarian. Let us put you  
11 in the spotlight by sending your pictures and a  
12 short blurb to [fdlpoutreach@gpo.gov](mailto:fdlpoutreach@gpo.gov).

13 Finally, in April of 2014, when I last  
14 addressed this conference in person, I mentioned  
15 that GPO would be transforming, along with the  
16 FDLP. And you know that the strategic priorities  
17 of the National Plan for Access to U.S. Government  
18 Information is to provide a sustainable network  
19 structure that ensures coordination across the  
20 FDLP and allows the most flexible and effective  
21 management of Depository Libraries and their  
22 resources.

23 I'm pleased to announce that we're one  
24 step closer. The Joint Committee on Printing

1 approved the proposed Superintendent of Documents  
2 Policy to allow regional Depository Libraries to  
3 withdraw materials from their collection under  
4 certain circumstances. You will learn more about  
5 this from the Superintendent of Documents, Mary  
6 Alice Baish, and there will be a session devoted  
7 to this later on Tuesday afternoon.

8 In conclusion, GPO's customers  
9 understand technological change and are  
10 increasingly demanding digital solutions. There  
11 has been an exponential growth in digital  
12 requirements from Congress and federal agencies.  
13 Moreover, the public, including the depository  
14 library, and government information user  
15 communities have signaled a strong desire for  
16 increased digital access to government  
17 information.

18 Access to government information is a  
19 core principle of our government. It's enshrined  
20 in our Constitution. It is the core ideology of  
21 the FDLP. The FDLP was established by Congress to  
22 ensure that the American public has access to its  
23 government information. The GPO was established  
24 by Congress as the source for producing,



1 cataloging, indexing, preserving and distributing  
2 the official publications and information products  
3 of the federal government.

4 GPO is transforming, and the Federal  
5 Depository Library Program continues to be a major  
6 stakeholder of the GPO, and we're applying a  
7 customer-centric approach to meeting your needs.  
8 GPO and the FDLP have been working together  
9 successfully for 120 years in keeping America  
10 informed, and that is something to celebrate.  
11 This is a history of which GPO will always  
12 justifiably be proud. Here is to the next 120  
13 years -- pretending that I'm lifting up a glass.  
14 Thank you and have a wonderful conference. I hope  
15 that you will join me in the reception at 6:00, big  
16 red building down the street. We hope to see you.

17 Now, we're going to present the Library  
18 of the Year Award. I'm asking my Deputy Director,  
19 James Bradley to come up, to come forward to read  
20 some wonderful remarks as we give out the  
21 presentations.

22 MR. BRADLEY: Good morning. It's  
23 great to see all of you. I hope you all had a safe  
24 trip here and enjoying our cold weather.

1           Now, it's my pleasure to present the  
2           2015 Library of the Year Awards. This year GPO is  
3           honoring three Federal Depository Libraries, two  
4           regionals and a selective for their outstanding  
5           achievements and initiatives. These libraries  
6           were chosen for their leadership, educational  
7           outreach and commitment to providing free public  
8           access to federal government information. They go  
9           above and beyond what was required by the FDLP to  
10          serve the information needs of their communities,  
11          and GPO is very pleased to recognize their  
12          achievements.

13                 The two 2015 Regional Library of the  
14          Year Awards go to Louisiana State University's  
15          Middleton Library, which has been a depository  
16          library since 1853; and Louisiana Tech  
17          University's Prescott Memorial Library, which has  
18          been a depository library since 1894. Together  
19          they provide the best services for Louisiana's  
20          selective depository libraries and their users.

21                 Would Ms. Lois Kuyper-Rushing,  
22          Associate Dean of Public Services at the Louisiana  
23          State Libraries, and Stephanie Braunstein,  
24          Regional Coordinator and Interim Dean of Library

1 Services at Louisiana Tech University Prescott  
2 Memorial Library, Ms. Rita Franks and Regional  
3 Coordinator, Ms. Abigail DeSoto, please join us at  
4 the podium?

5 Associate Dean Kuyper-Rushing and  
6 Interim Dean Franks, GPO is pleased to present you  
7 with the 2015 Regional Library of the Year Award  
8 for your library's active participation in the  
9 electronic distribution of online cataloging  
10 records project, the creation of a state master  
11 plan for depository libraries and for  
12 collaborating on the development of successful  
13 biennial, multistate, virtual depository library  
14 conference.

15 Let's not forget your exemplary  
16 leadership after Hurricanes Katrina and Rita, when  
17 the library recovered and put back together  
18 government collections at damaged depository  
19 libraries to give the public access to government  
20 information at all of the state's 27 federal  
21 depository libraries. Congratulations.

22 MS. KUYPER-RUSHING: The LSU Library  
23 has a long history of having a strong Federal  
24 Government Document Program led by an exemplary

1       librarian, and Stephanie Braunstein and her  
2       department are no exception. They work in  
3       collaboration with the selective libraries and  
4       with LA Tech to serve the state of Louisiana. From  
5       hurricanes to oil spills, regulations to senate  
6       hearings, they are there to answer questions and  
7       to provide documentation, often going well beyond  
8       the expectations. LSU is very proud of the  
9       Government Document Department and we are so  
10      pleased that they have been honored with this  
11      award. Stephanie would like to acknowledge her  
12      colleagues individually, so I would like to give  
13      her that opportunity.

14                   MS. BRAUNSTEIN: I'd like to thank all  
15      of my predecessors at Depository Library 222, my  
16      staff, two of whom are here with me, and the ski  
17      brothers, David Cismowski, the gentleman behind  
18      you, who was my role model as my regional  
19      coordinator back when I was at a little 14%  
20      depository library, 60B; and Joe Paskoski, who  
21      recently finished shepherding Louisiana through  
22      the public access assessment process and kept  
23      insisting that we should apply for this award.  
24      Thank you so much, Joe.

1 MS. FRANKS: Thank you very much. I'm  
2 very honored to accept this award for Prescott  
3 Memorial Library of Louisiana Tech University.  
4 Thank you for GPO's guidance and support through  
5 the years, especially when our state went through  
6 some troubling times. And we also appreciate the  
7 support and assistance of depositories throughout  
8 the nation. We have a wonderful group of selective  
9 depositories in Louisiana that communicate really  
10 well and add a lot to the program, and I'd like to  
11 acknowledge them.

12 It's been my pleasure to work with  
13 Louisiana State University, especially Stephanie  
14 Braunstein, over the years and through many  
15 projects. And finally, I'd like to acknowledge  
16 Abigail DeSoto, who hasn't been with us for very  
17 long, but has definitely shown her commitment to  
18 the vibrant GPO future. Thank you.

19 MS. VANCE-COOKS: Did you guys here  
20 her? She said she's never going to let it go.

21 MR. BRADLEY: This year we are also  
22 honoring the University of North Texas as a 2015  
23 Selective Library of the Year. Dr. Martin  
24 Halbert, Dean of Libraries; Ms. Suzanne Sears,

1 Assistant Dean for Public Services; and Ms. Robbie  
2 Sittel, head of the Eagle Commons Library. Please  
3 join us up here.

4 We are very pleased to recognize UNT  
5 Libraries for your long history of serving as an  
6 official GPO partner to advance public access to  
7 U.S. government information. In 1994, UNT became  
8 a GPO Access Gateway library. In 1997, GPO  
9 partners with UNT to form the CyberCemetery. In  
10 2003, UNT was named as a NARA affiliate archive for  
11 the CyberCemetery. In 2014, the partnership  
12 expanded to include providing permanent public  
13 access to federal information content and the  
14 library's digital collection, and this summer UNT  
15 became a preservation partner with GPO for federal  
16 information content and the UNT digital library.  
17 Thank you and congratulations.

18

19 DR. HALBERT: In the 67 year history of  
20 UNT's participation in the Depository Program, our  
21 mission of free public access has remained  
22 constant, even while our services and collections,  
23 both print and digital have dramatically evolved  
24 and expanded to meet the burgeoning ever changing

1 needs of the UNT campus and surrounding community.  
2 While I and previous UNT library deans have been  
3 honored to support our program, our success has  
4 been foundationally dependent upon a series of  
5 forward thinking depository librarians, such as  
6 Melody Kelly, now retired, but was in that video  
7 that you saw a few minutes ago, who was an active  
8 participant at the state level; Kathy Hartman, who  
9 saw the need and importance of preserving at-risk  
10 digital content nationally; Suzanne Sears, who  
11 recognized that a depository on a college campus  
12 as a great responsibility and extending its reach  
13 off campus to help engage and keep the greater  
14 community informed; and most recently, Robbie  
15 Sittel and her great staff -- you all wave over  
16 there. Hold up your hands. We've got a good crew  
17 here -- and her great staff, who I would unabashedly  
18 claim comprise the best government documents  
19 library staff in the country.

20 Our government documents staff serve  
21 our patrons with a depth of knowledge and expertise  
22 that has made UNT a recognize resource for  
23 government information throughout the great state  
24 of Texas and the United States as a whole. We are

1 honored to receive this award and thank the GPO and  
2 the documents community for acknowledging UNT's  
3 ongoing commitment to providing access to  
4 government information. Thank you.

5 MS. PRITCHETT: While we're waiting to  
6 get re-situated here, I'd like to remind people  
7 that the lunch break is from noon to 1:30. It is  
8 regional selective lunch, so if you are here with  
9 your regionals and selectives, go and enjoy the  
10 time together in the Georgia Room. Selectives  
11 will be meeting out there. It is now my pleasure  
12 to introduce the Superintendent of Documents, Mary  
13 Alice Baish.

14 MS. BAISH: So, thank you, Holly and  
15 members of the Depository Library Council, and  
16 welcome everyone. It's great to see so many very  
17 familiar faces in the audience. But amongst them  
18 all there are a lot of new faces this year. So,  
19 I'd like to ask our first time attendees to please  
20 stand up and be recognized, including LSCM staff,  
21 please? That's great. Staff of Library Services  
22 and Content Management or LSCM and our seasonal  
23 attendees are always ready to help you enjoy your  
24 very first conference experience; and you'll find



1 that it is one of the greatest opportunities for  
2 networking.

3 So, several longstanding members of the  
4 depository community retired this past year and  
5 could not be with us to be recognized. So, I know  
6 for some of you, you have retirement plans for some  
7 time in 2016, and while we wish you well, we're  
8 really going to miss you, your knowledge, your  
9 commitment and contributions to keeping America  
10 informed. And as the saying goes, we all know once  
11 a documents librarian, always a documents  
12 librarian. So, would those of you who may be  
13 planning to retire in 2016, please stand up and be  
14 recognized? We can see how excited Jan is. It's  
15 really great to know that so many of you who could  
16 not be with us in person are participating  
17 virtually. So, welcome to our virtual attendees,  
18 as well.

19 The video you saw earlier illustrates  
20 the conference theme, GPO and FDLP, Rich History,  
21 Vibrant Future. Davita's remarks focused on the  
22 transformation of GPO throughout our remarkable  
23 history and especially, today. She reminded us  
24 what an exciting time this is for our agency. So,

1 my remarks will, in the same way, focus on the  
2 changes we're making in the LSCM. We're taking a  
3 much more user-centric approach to better provide  
4 our depository libraries with what you need. The  
5 FDLP has never been a one size fits all program,  
6 and we believe that especially true today.

7 Now, I'd like to recognize a few people  
8 from LSCM. Managing Director Laurie Beyer Hall,  
9 will you please stand up? Anthony Smith, Chief of  
10 Projects and Systems; Robin Haun-Mohamed,  
11 unfortunately could not be with us today, because  
12 she's at GPO to welcome two of our brand new  
13 technical services librarians whose first day just  
14 happens to be today, so we hope Robin will be able  
15 to join us later on this week. She has been  
16 detailed to be Chief of Library Services while we  
17 fill that position permanently. I'd also like to  
18 introduce a new face to you, Lead Program and  
19 Management Analyst Susan K. Miller. Susan, will  
20 you please stand up? Susan has stepped in to work  
21 with our outreach and support team. Please feel  
22 free to go introduce yourself to Susan this week,  
23 because she is anxious to get to know you, and also,  
24 the kinds of things your library does as a

1 depository library.

2           So, Davita has already recognized LSCM  
3 staff, but I did want to add that within our  
4 business unit we have been very short-staffed  
5 throughout FY15, and those folks that stood up  
6 earlier have really gone above and beyond to make  
7 this past fiscal year what I believe is one of our  
8 most productive ones ever. They've also worked  
9 hard on preparing for this week's conference, which  
10 we hope will be one of our best.

11           In addition to LSCM's new technical  
12 services librarians, we'll be posting a vacancy  
13 announcement before the end of the year for five  
14 new outreach librarians, doubling our current  
15 staff number. I hope that a few of you might be  
16 interested in applying actually. The connections  
17 our outreach staff make with the depository  
18 community are invaluable, but our staff have been  
19 spread really thin this year and we're excited to  
20 bring in more folks to join them. We'll be filling  
21 some additional positions in LSCM as we continue  
22 to transform our services and tools to better meet  
23 your needs and those of your users.

24           Among your packet items this morning is

1 the LSCM update handout. I call your attention to  
2 it because it lists and provides links to various  
3 important projects and accomplishments this past  
4 year. I encourage you to read it in advance of the  
5 Wednesday morning first session right here in the  
6 Crystal Ballroom. Staff will talk about GPO  
7 communications, tools and provide LSCM update, and  
8 there is going to be plenty of time for Q&A.

9           Since communications between GPO and  
10 you is so crucial, it's very important that at least  
11 one person in each library sign up to receive the  
12 official FDLP communications through the news and  
13 events service. This is the most timely way for  
14 you to get the latest news, be it about an upcoming  
15 new webinar, the posting of our new electronic  
16 titles or a GPO press release. So, if you haven't  
17 already signed up as a subscriber to News and  
18 Events, I hope you'll do so today. And if you've  
19 already signed up, please be sure to share our news  
20 with your colleagues.

21           Now, I'd like to mention some  
22 highlights of the meeting and conference. Since  
23 the 2012 FDLP Forecast Study, we have sought to  
24 improve our services and change our workflows to

1 better meet your needs. There are three strategic  
2 priorities that guide LSCM's work, and the first  
3 is implementing information lifecycle management  
4 processes and workflows. You'll be hearing about  
5 the national plan for access to U.S. government  
6 information, that Davita already mentioned, at the  
7 first Council meeting this afternoon. We're  
8 pleased to have Katherine Skinner, of Educopia,  
9 Inc., speak with us today about the importance of  
10 collective impact. So, it requires enhancing the  
11 cataloging and indexing program and also the FDLP.  
12 So, I hope you can join us.

13 Just for a few numbers, in FY15, LSCM  
14 staff added 17,140 new cataloging records to the  
15 CGP, of which 9,912 contain pearls that link you  
16 to the actual full text publication in our  
17 electronic collection. Also very impressive is  
18 that in FY15 -- and I want you to listen up for this  
19 one -- 23,640,306 searches were performed in the  
20 Catalog of Government Publications. So, I think  
21 we need to express our thanks to our staff. I'm  
22 really proud that they've implemented a workforce  
23 flow to manage regular frequency of our web crawls  
24 of existing and future collections.

1           I think very importantly this year,  
2           with colleagues from the Library of Congress and  
3           the National Archives and Records Administration,  
4           they formed the Federal Web Archiving Working  
5           Group, which meets monthly. The goal of the  
6           Working Group is to share best practices about what  
7           agencies are doing with harvesting content and also  
8           to prevent redundancy. Recent new members to the  
9           Working Group include the National Library of  
10          Medicine, the U.S. Department of Health and Human  
11          Services, the Smithsonian Institute and the  
12          Department of Education. So, we're delighted  
13          about that.

14                 I'm also pleased to announce another  
15          LSCM project to ingest more historic content in  
16          FDsys. So, what could be more appropriate than  
17          GPO's own annual reports, as we come together this  
18          week to celebrate the 120th anniversary of the 1895  
19          Act? So, working with GPO historian, George  
20          Barnum, LSCM staff digitized GPO Annual Reports for  
21          the years 1859 through 1947, and they're available  
22          beginning today in FDsys. I also want you to know  
23          that we've also digitized the 2011 Anniversary Book  
24          Keeping America Informed, the U.S. Government

1       Printing Office Back then, 150 Years of Service to  
2       the Nation. We indeed have a really rich history.

3               I believe it's so important for us to  
4       look back from time to time to see how far we've  
5       come, what we have accomplished and what we have  
6       learned along the way. We are still working to  
7       make government information available to future  
8       generations, and we're still working to support  
9       federal depository libraries in serving their  
10      publics. Our history gives us a foundation of  
11      strength and aspirations to move forward.

12              So, now I'd like to move on to the second  
13      strategic priority, which is developing a  
14      sustainable governance structure for the FDLP. In  
15      her remarks a little bit ago, Davita announced that  
16      the Joint Committee on Printing had approved her  
17      request as director of our agency, for a new policy  
18      to allow regional libraries to discard tangible  
19      resources under certain conditions, with the  
20      approval of the Superintendent of Documents.  
21      Tomorrow afternoon, our 3:30 program, which is  
22      titled, New Regional Library Discard Policy  
23      Implementation Processes and Guidelines is where  
24      you'll learn a lot about the new policy and the

1 strategic approach that we're taking to implement  
2 it.

3 I want to remind everyone that we've  
4 been very transparent with the community  
5 throughout the development of the draft policy.  
6 We put out a call for comments in August 2012. So,  
7 I'd like to thank past and current members of  
8 Depository Library Council, those past members out  
9 there in the audience for your support of this new  
10 policy, as well as the National Library  
11 Associations. I see that Jessica McGilvray from  
12 the ALA Washington Office is hiding there in the  
13 back of the room. Give us a wave, Jessica. We  
14 thank you, and also members of the community.  
15 During the program tomorrow, we'll explain the  
16 policy and the processes that we need to develop  
17 with you to implement it.

18 Since many of you won't be able to  
19 attend that program tomorrow, because we do have  
20 other wonderful programs at the same time, I want  
21 you to know that based on data we received from the  
22 November 2014 Discard Policy Intent Survey, we have  
23 reached out to six geographically dispersed  
24 regionals to ask them to begin working with us in



1 January. So, I'd like to recognize and really  
2 thank the following regionals for agreeing to be  
3 our test libraries; and you'll see that these  
4 libraries really represent a cross section of  
5 different models for being a regional library.  
6 They are Boston Public Library, the Arizona State  
7 Library Archives and Public Records, the Oklahoma  
8 Department of Libraries, Oregon State Library, the  
9 University of Virginia, and the University of  
10 Florida. So, we look forward to working with all  
11 of you.

12 Another important change supporting  
13 GPO's goal of developing a sustainable governance  
14 structure for the FDLP is the option of being an  
15 all-digital depository library. Included in the  
16 earlier video, you saw a photo of Mark Holman, who  
17 is Library Director at Sitting Bull College in the  
18 Dakotas. In 2014, we welcomed Sitting Bull  
19 College to the FDLP as the first all-digital  
20 depository library, and we're very pleased that  
21 joining us this week, somewhere in the audience --  
22 give us a shake of a hand -- is Hannah Buckland,  
23 Library Director at Leech Lake Tribal College in  
24 Montana. So, they are another new depository

1 library.

2           You won't want to miss any of our  
3 wonderful -- I think we have 18 poster sessions,  
4 and be sure to be on hand for their presentations.  
5 Hannah has done, I think, an especially timely one  
6 about overcoming information access barriers in  
7 tribal communities. So, we want to get the message  
8 out that in today's world, being an all-digital  
9 depository library is a viable option to help us  
10 all as a community ensure a robust future. In  
11 fact, on November 13, several of us will be in  
12 Chicago for the ribbon cutting ceremony to welcome  
13 the DePaul University Libraries as an all-digital  
14 FDLP partner. This option offers libraries a new  
15 level of flexibility in providing free public  
16 access to federal government information and being  
17 part of this wonderful national network of  
18 government information professionals.

19           So, I hope that Brian DeHart and I hope  
20 you will all join me in welcoming Brian, who is the  
21 documents coordinator at DePaul University, and  
22 he'll be here all week. So, please go and  
23 introduce yourself to Brian. And thank you for  
24 coming.

1           The third strategic priority is  
2 providing the best possible services to support our  
3 depository libraries. And I'd like to draw your  
4 attention to the 1:30 program tomorrow afternoon,  
5 the LSCM Technology Plan and Ethnographic Study.  
6 The goal of the technology plan is to create a new  
7 suite of services based on user-centric approach,  
8 to deploy a flexible architecture, and to develop  
9 a service model with the capability to integrate  
10 easily with other related services. As part of our  
11 marketing research, GPO has contracted with Ithaca  
12 S&R for a professional ethnography by Dr. Nancy  
13 Foster, who will be speaking about the study at  
14 tomorrow's session.

15           By the way, I was just told before the  
16 meeting that Nancy would like to get together with  
17 a few of you. I don't want anybody to get up and  
18 run out of the room right now, but there is a signup  
19 sheet outside on the bulletin board if you would  
20 like to have lunch with her tomorrow and it's  
21 limited to seven. So, hurry on when the program  
22 ends.

23           In terms of outstanding services to  
24 support our libraries, our outreach and support

1 staff presented 69 webinars this past year, with  
2 over 82,000 registrants. That is impressive.  
3 And of those 69 webinars, two were actual virtual  
4 meetings of the DLC. They also launched the FDLP  
5 Training Assistant Center tool and the new  
6 Coordinator Certificate Program, which you'll hear  
7 more about during tomorrow's 8:30 a.m. Council  
8 session, and also during the LSCM update on  
9 Wednesday. In FY15, outreach and support staff  
10 conducted 180 public access assessments in 13  
11 different states.

12 Next week, we're going to be announcing  
13 through the FDLP News and Events service plans for  
14 the 2015 biennial survey. How many of you were in  
15 your current position for the 2009 biennial survey  
16 at another depository library? Excellent. Many  
17 of you will recall that the 2009 survey was combined  
18 with a Needs Assessment and was done under contract  
19 with Outsell. We have again contracted with  
20 Outsell for the 2015 biennial survey and needs  
21 assessment. We want to replicate the 2009  
22 questions, with a few minor adjustments to update  
23 technology and some of our services, so that we're  
24 going to be able to compare the data over the past

1 six-year period. There have been significant  
2 changes in libraries and technology since then, and  
3 in the services you provide and we at GPO provide.  
4 So, we're anxious to document these changes and  
5 capture major trends so that we can better meet your  
6 needs.

7 We will officially launch the survey on  
8 November 2nd, with responses due December 15th.  
9 So, the announcement next week, I've been asked by  
10 our outreach staff, for those of you who are early  
11 birds and like to start preparing responses, next  
12 week in the announcement we'll also have a link to  
13 the questions so you'll be able to see them.

14 We expect to see the Outsell report this  
15 spring, and at that point I'll be working with other  
16 LSCM staff, especially our wonderful outreach and  
17 support staff, in refining our public access  
18 assessments and the way we do them. We want them  
19 to be outcomes-based and find a way to make them  
20 as useful as we can to our depository libraries.

21 So, I've been asked to mention a number  
22 of logistics to help our onsite attendees,  
23 especially our newbies, navigate this two and a  
24 half day event. Last week, we sent out a

1 Registrant Guide, which you can find linked from  
2 our meeting and conference webpage on FDLP.gov.  
3 We've also got a few copies at the registration  
4 desk, if you'd like to take a look. The  
5 registration desk is also your information desk,  
6 and Bridget Govan and Debbie Smith, along with  
7 other LSCM staff will be available there throughout  
8 the conference to assist you and answer any  
9 questions you may have. If you haven't already  
10 figured it out, you can recognize staff by this very  
11 colorful staff eagle. I'd also like to introduce  
12 -- and he is always hiding in the very back of the  
13 room -- there is Debbie. Debbie, give a wave, and  
14 Bridget, please. Thank you.

15 I know many of you know Lance Cummins,  
16 except for the first-timers, and it's Lance's hard  
17 work and attention to detail that led the way to  
18 coordinating all of our events logistics and much,  
19 much more. So, thank you, Lance.

20 For our first-timers, I've already  
21 mentioned the bulletin board and the registration  
22 desk. You are able to use it freely at any time.  
23 You might want to leave a message for someone to  
24 sign up for a group lunch or dinner, to organize

1 a group lunch or dinner even, or to find out about  
2 an event such as to go to our Happy Hour that's going  
3 to be tomorrow evening.

4 So, inside your packets you'll find the  
5 conference agenda and schedule, information about  
6 the wonderful 18 poster sessions, as well as a list  
7 and contact for information for our DLC members,  
8 our regional libraries and all of our attendees.  
9 When you registered, you received one of our brand  
10 new Government Publishing Office lanyards. So,  
11 what do you think of it, folks? Nice? I agree.  
12 We have wireless Internet access available through  
13 the conference locations and the conference code  
14 is lowercase gpo1. So, that's easy to remember.

15 We're also offering all participants in  
16 person and virtual a 25% discount in the bookstore.  
17 So, the discount will be available this evening  
18 during Davita's reception and any attendee can also  
19 either call or email to receive that discount, and  
20 that includes those of you who are with us  
21 virtually. It's available between 8:00 a.m. and  
22 5:30 p.m. Eastern Daylight Time. If you want to  
23 order something online, you use the promo code,  
24 FDLP15, easy to remember. You can also call our

1 Contact Center at 866-512-1800, or email  
2 [contactcenter@gpo.gov](mailto:contactcenter@gpo.gov).

3 So, in closing, and I've said this  
4 before, but we all know that it takes a village to  
5 make this conference a success, and it couldn't be  
6 done without your help. So, I'd like to thank your  
7 wonderful LSCM staff for giving us a super great  
8 year; our past and especially, our current members  
9 of the Depository Library Council, who have  
10 provided really outstanding guidance to us this  
11 past year; and I'd like to especially thank all of  
12 our speakers, all of our poster presenters for your  
13 contribution to this conference.

14 So, we're looking forward to the  
15 opportunity in the next couple of days to share  
16 insights and information with you, because  
17 together you and GPO will be able to forged the  
18 necessary plans for a vibrant future of the FDLP.  
19 Thank you.

20 MS. PRITCHETT: We are adjourned until  
21 1:30. Regionals and selectives, go enjoy lunch.

22 (Whereupon, the above-entitled matter  
23 went off the record at 11:43 a.m. and resumed at  
24 1:33 p.m.)



1 MS. ETKIN: Good afternoon. First off  
2 this afternoon, we're going to talk about the  
3 National Plan. We have sliced this and diced this  
4 so many different ways to no end, and we have  
5 presented to you the action items in the national  
6 plan as they relate to the strategic priorities  
7 that came out of the FDLP Forecast Study. We  
8 shared the action items with you, how they support  
9 the principles of government information to which  
10 apply.

11 So, today, one more slice and dice.  
12 We're doing to show you the action items from the  
13 National Plan and how we have been working to  
14 implement them. So, we are looking at the  
15 strategic priorities, a quick reminder. One, the  
16 lifecycle management, so that we can get our house  
17 in order, get lifecycle management process and  
18 workflows in place so that we can build to better  
19 support you. The FDLP governance we've heard  
20 quite a bit about this morning, but it's the  
21 flexible structure for the future of the FDLP that  
22 will allow libraries, selectives and regionals  
23 more flexibility and more local priorities for how  
24 they manage their depository library resources.

1 And then services, providing services to support  
2 you, as well as those services that you have to  
3 support your users. We want to support you and  
4 your users.

5 So, if we look at the status of the  
6 actions, we're looking at actions that are in  
7 progress, doable, possible, and those that require  
8 change. In progress are those things that LSCM is  
9 already doing or now has in the planning stages.  
10 Those things that are doable LSCM can implement in  
11 the near term with minimal effort. That's sort of  
12 subjective, but still doable. Those things that  
13 are possible are things that LSCM will be able to  
14 act on at some point, but it may require first us  
15 to change that workflow, it may require for us to  
16 receive appropriations or funding or some kind of  
17 system development, so it may take some time to  
18 accomplish.

19 Then there are those action items that  
20 require change. This would be a change in  
21 requirements for the program, possibly a change to  
22 Title 44, or have the need for Joint Committee on  
23 Printing approval. So, those are our four  
24 categories for the status, and we're going to start

1 with in progress.

2 I do want to say, we have 46 action  
3 items, and you know this National Plan is over a  
4 long period of time. Much of this will not be able  
5 to be accomplished in any rapid fashion when we're  
6 talking about completing the inventory and looking  
7 at digitizing historical collections. It's not  
8 going to happen with a very quick turnaround time.  
9 But nevertheless, things are in progress. Of the  
10 46 action items, half of them, 23 are in progress.  
11 So, we are already doing them or in the planning  
12 stages for them to be worked on. I think that's  
13 a pretty good high percentage.

14 So, at the top of the list, implement  
15 the Regional Depository Discard Policy. We heard  
16 this morning that the JCP approved the proposed  
17 withdrawal policy, and we will be implementing  
18 that. We've been planning it with the help of  
19 Working Group of Depository Library Council, and  
20 we thank them for that. So, that is underway, and  
21 you'll hear a whole lot more about that tomorrow.  
22 We are continuing to add records to the catalog of  
23 U.S. Government Publications, particularly  
24 pre-1976. We have a lot of different ways that

1 records are coming into GPO, from the digitization  
2 of our shelf list and transcribing the shelf list.  
3 We've entered into a few cataloging partnerships.  
4 We're looking at comparing record holdings with  
5 some different federal agencies. So, we're moving  
6 along forward there. And this will be an ongoing.  
7 This is not just an in progress. We're doing and  
8 this will be an ongoing thing.

9 We want to increase the number of  
10 depository libraries in the Cataloging Record  
11 Distribution Program and we have done that. This  
12 year we added more funding to that particular  
13 project and we added more libraries, and this too  
14 will be an ongoing effort. As long as  
15 appropriations hold out, we'll continue to expand  
16 this so that you all can get the records you need  
17 for your catalog.

18 Entering more cataloging metadata  
19 partnerships, we talked about that a bit. We want  
20 to employ a user-centric participatory design  
21 approach to user interface and system development  
22 and you'll hear a lot more about this from Anthony  
23 when he talks about the technology plan, and  
24 particular from Nancy Foster when they talk about

1 the ethnographic study. So, these are things that  
2 are well planned, in progress.

3 Transforming LSCM from a print-centric  
4 operation to a content-centric operation. We're  
5 working on the workflow and changing processes.  
6 Part of that has been identifying additional staff  
7 that we need. You heard Mary Alice say that we have  
8 gotten this month five new technical services  
9 librarians, two of whom started today, and we will  
10 also be looking at the workflows and how things come  
11 into GPO and how they will come in and go through  
12 processes, get classified, cataloged and then  
13 ultimately, ingest into FDsys.

14 Provide the depository library  
15 community with enriched continuing education  
16 opportunities through the implementation of a  
17 certificate program for depository library  
18 coordinators. We had a wonderful pilot. Scott,  
19 when is your session, tomorrow morning? Tomorrow  
20 morning there is a program on this certificate  
21 program, so you'll hear more about it then. The  
22 pilot was very successful and we look forward to  
23 hearing as we move to the next steps of implementing  
24 it as an ongoing part of our workflow.

1                   We are going to continue to support and  
2 promote government information online, Ask A  
3 Librarian, a national reference service, and I  
4 think John Shuler who is here, is going to be  
5 promoting that particular service and we will be  
6 doing some more marketing and promotion of that  
7 particular service.

8                   You heard Mary Alice mention earlier  
9 about the Federal Web Harvesting Team. We are  
10 ramping up and expanding what we're harvesting, our  
11 harvesting activities. We're working with the  
12 Federal Web Archiving Team, of course, to ensure  
13 that there is not redundancy, but also identifying  
14 gaps and taking care of those. There is cataloging  
15 for what we harvest, and also available on the  
16 Internet archive Archive-It site.

17                   We're working on digitization of the  
18 historical collection government publications in  
19 a couple of ways. You've heard announced that GPO  
20 publications are now going to be available on  
21 FDsys. We've digitized those. We've digitized  
22 some things here and there and they've gone up on  
23 FDsys. But we want to do some more complete  
24 digitization and looking to partner with

1 depository libraries for content that they have  
2 digitized from the Depository Library Program to  
3 ingest into FDsys. We've been working with the  
4 University of Florida and the Panama Canal  
5 publications that they have and we are just about  
6 ready to launch that. We're doing the final review  
7 of the agreement and the final workflow to press  
8 the button. So, look for that soon.

9 We also have a Collection Development  
10 Plan that is in the final review process,  
11 Collection Development Plan for FDsys, and for the  
12 next five years we have a lot of things that we want  
13 to go back and digitize and include, particularly  
14 getting in more executive branch agency content.  
15 We're looking at annual reports and we're starting  
16 with those agencies that are cabinet level, looking  
17 at getting annual reports. We're looking at the  
18 administrative law types of materials, like the  
19 opinions. So, we're really moving forward.  
20 Again, all of this stuff is a result of information  
21 that you have provided us and told us that you  
22 wanted and we're doing our best to deliver for you.

23 Seek technological solutions toward  
24 expanding access to new user audiences. Again,

1 that's part of the technology plan and looking at  
2 what users of our tools think about them and how  
3 we might improve them. And we will be doing a user  
4 survey of the Catalog of U.S. Government  
5 Publications-- and I'm looking at Laurie, do we  
6 have a date for that yet? No. But it's on the  
7 board, so it's in progress.

8 Conduct an ethnographic study on  
9 depository library operations. And again, that's  
10 going to help us determine some system needs that  
11 you all have that we can deliver. And again, in  
12 the Crystal Ballroom, there is a program on this  
13 that follows the report on the technology plan.  
14 So, you won't want to miss that.

15 Along with everything else we're doing,  
16 we're tracking and monitoring library technology  
17 as it advances so that we are not left in the dark  
18 and that we too can move forward as our libraries  
19 do, as well. We want to stay current on the  
20 technologies for access and service delivery, as  
21 well as four operational types of things that you  
22 all need from us to support your workflows.

23 Encourage collaboration and  
24 partnerships, resource sharing among depository



1 libraries. That's a given. We all know and we've  
2 said many, many times, and you all have told us  
3 many, many times, we can't all do it alone. We have  
4 to work together. So, we continue to encourage  
5 collaboration partnerships. You may not think  
6 something might be a partnership or that we might  
7 not be interested, call us, contact us. Let us  
8 know what you're thinking. We can work, we can  
9 brainstorm with you. But want to partner so that  
10 we can, again, meet your needs.

11 Increase the amount of converted  
12 content available through FDsys. I touched on  
13 that, but that's happening. And we want to  
14 increase the number of digital depositories in the  
15 FDLP. Mary Alice conveyed the DePaul University  
16 libraries in November will be the ribbon cutting  
17 for that all-digital depository, and the Tribal  
18 College libraries are all digital; and again, it's  
19 an option for you all. Not regionals yet, the rest  
20 of you all.

21 Monitoring advancements and  
22 authentication of digital content. We do that,  
23 again, as a matter of course of keeping up with  
24 technology. Authenticate digital content sourced

1 from federal depository libraries and other third  
2 parties for ingest into FDsys. Again, I'm going  
3 to refer to the Panama Canal materials. Those  
4 items that we are just ingesting into FDsys will  
5 be authenticated.

6 Increase the number of partnerships  
7 with federal agencies. We're working to do that.  
8 We've had discussions with EPA. We've had  
9 discussions with the Library of Congress, the  
10 National Library of Education, National  
11 Agricultural Library. There is quite a list. So,  
12 we are talking with agencies, making them aware of  
13 what we're doing and how others use their  
14 information, particularly you all in federal  
15 depository libraries and your users. You also  
16 heard Davita say this morning that we are working  
17 to be a trusted digital repository and be certified  
18 for FDsys.

19 Jessica is with us for a year and she  
20 is helping with the TDR audit and she is with the  
21 National Digital Stewardship Residency Program.  
22 She is our resident, and it's a delight to work with  
23 Jessica. So, we thank you for your help. They're  
24 all going to thank you too for the work you do,

1 because it's really an important thing that we get  
2 certified.

3           Sitting next to her, David is planning  
4 some webinars and some training activities on  
5 collection care and preservation training,  
6 condition assessment, so look for those under our  
7 announcements for the FDLP Academy and webinars  
8 coming up. Probably, won't be until after the  
9 first of the year, however.

10           Implement outcomes-based assessments  
11 of depository libraries. We have this in the  
12 doable. We're all done with the in progress now.  
13 So, here is the other half. We have that as doable  
14 and we haven't really planned out the whole move  
15 to outcomes-based assessments. But one of the  
16 first steps we're doing is making the next biennial  
17 survey a needs assessment so that we know what your  
18 needs are, and then we need to work from there. We  
19 know we need to do outcomes-based. We know you  
20 need to know how you all are affecting those you  
21 serve and how well you're doing that. We know  
22 you're doing a good job, but we'll need proof for  
23 you all. You all are asking us, what's our value?  
24 Does anybody know the value? This is how we will

1 find the value so that you can report it.

2           Develop           federal           government  
3 information, depository library competencies. We  
4 know that ALA, American Library Association,  
5 Government Documents Roundtable has some  
6 competencies for the online environment. We're  
7 looking at those. ALA Committee on Legislation  
8 also sent a proposal forward to the ALA Education  
9 Committee about this. So, we're in touch with what  
10 they're doing. So, we know this is something  
11 that's doable and it's something we need, not yet  
12 on our drawing board, not quite yet on the in  
13 progress.

14           Investigate the ability to have online  
15 as a format selection option for regionals in place  
16 of paper or microfiche. We're not quite ready to  
17 do that yet. But a big step from the Joint  
18 Committee on Printing is allowing under certain  
19 circumstances the withdrawal of materials from  
20 regionals.

21           We're going to be looking at the legal  
22 requirements program regulations and putting a new  
23 eye to that, seeing where we can revise and make  
24 these a little more flexible for you all. We know

1 we need to revise them to include the all-digital  
2 depository libraries, so that will be coming up  
3 shortly. This will be in the in progress in the  
4 not too distant future.

5 Engage in record sharing  
6 opportunities. This goes back to the inventory.  
7 It should be coming out shortly. The Federal  
8 Library Bibliographic Analysis Report. This is  
9 the second year that GPO has participated in that.  
10 It is a project of the Library of Congress where  
11 agencies have contributed their cataloging records  
12 and they do an analysis in looking for overlap and  
13 gaps and that kind of thing. This year they are  
14 supposed to be doing an analysis of just federal  
15 documents, which is going to be very, very helpful  
16 to us. Last year we found, surprisingly, that  
17 there really was not that much overlap in what was  
18 in the CGP and what was in the federal libraries,  
19 but of course, that includes non-government  
20 information, as well.

21 The public user survey, the catalog, I  
22 mentioned that. And we are going to be exploring  
23 implementation of linked data.

24 Now, we're in the possible. So, these

1 are things that we can do. It might take some  
2 money, it might take some time, might take some  
3 system development. We're looking at the  
4 development of CEU opportunities. We're looking  
5 at the Coordinator Certificate Program that again,  
6 we've gotten good feedback and are going to be  
7 moving forward with. It could possibly be the  
8 foundation for CEU opportunities. But we need to  
9 explore that option a little bit further.

10 Make full text of FDsys content  
11 available through discovery services. We had  
12 quite a bit of discussion about this at the spring  
13 Council meeting. It's on our possible list.  
14 Investigate opportunities for print on demand.

15 Create a plan and develop requirements  
16 for deposit or pushing of FDsys content to  
17 depository libraries. Actually, that's going to  
18 be a question on the biennial survey that will be  
19 coming out very shortly. We are going to ask if  
20 you're interested in receiving digital content.  
21 So, we asked that question a few years ago and about  
22 37% of libraries answered that they were  
23 interested. So, we're going to be asking that  
24 again and we'll review that.

1           Creating the flexible technology  
2 environment for staff so that we can do our jobs  
3 a little bit more effective and efficiently, again,  
4 part of the technology plan. We don't yet quite  
5 have requirements for systems yet, but working on  
6 them.

7           Implementing the Federal Information  
8 Preservation Network, FIPNet. This actually  
9 needs to move to the in progress. So, we are  
10 implementing the Federal Information Preservation  
11 Network, and you'll hear more about that following  
12 this presentation. We are developing a  
13 preservation program within the LSCM business unit  
14 of GPO. We're looking at, again, our lifecycle  
15 management and adding preservation to all of that.  
16 We have not had that in the past and so we're doing  
17 that. We're looking at staff needs and that kind  
18 of thing too.

19           We would really very much like to have  
20 the preservation of Government Publications and  
21 Information products as a national priority.  
22 We've talked quite a bit about this. We know that  
23 it's really important to us. We know it's really  
24 important to you. But it is something and it

1 really needs to be wider recognition. So, we'll  
2 be working on that, as well.

3 Maintain an inventory of preservation  
4 copies of record. We're brainstorming how we  
5 might be able to do that. Not yet in the planning  
6 stages yet, but we'll have to come right around the  
7 corner, as we have to maintain the inventory not  
8 only of preservation copies of record, but of  
9 regional holdings so that we can track that for  
10 withdrawals.

11 We will continue to participate in the  
12 development of preservation guidelines and  
13 standards with FADGI, the Federal Agency  
14 Digitization Guidelines Initiative. It's my  
15 understanding they're broadening their scope,  
16 David? FADGI has been focusing on digitization  
17 and it's going a little bit broader than that to  
18 cover some tangential kinds of things in the  
19 digital realm. So, that's good news.

20 We are looking to plan a proactive  
21 agency liaison program. Haven't quite put that on  
22 the planning board yet, but we want to have a more  
23 proactive approach with our federal agencies and  
24 in acquiring more content for cataloging and



1 indexing, and of course, for the Federal Depository  
2 Library Program, as well as building a relationship  
3 so that they can do webinars for us. We've had  
4 really good success with those agencies that we've  
5 reached out to do webinars for us. A lot of them  
6 are very willing to do so. But now we need to  
7 broaden that and bring in the content and some other  
8 things. We have a really good model with the  
9 Office of Minority Health, where they have done a  
10 webinar for us.

11 We've talked about the library program.  
12 We're now getting more of their materials into  
13 cataloging and indexing in the FDLP, and they've  
14 even given us materials to take to conferences  
15 where GPO staff are speaking to audiences within  
16 the purview of the Office of Minority Health. So,  
17 that's a really good model that we would like to  
18 spread out to other agencies. And working with the  
19 agencies to actually identify their content. And  
20 of course, we're talking now going back  
21 historically, as well.

22 Moving on to the last category, which  
23 is requires change. Of the 46, there are only  
24 three. There were four. The regional discard was

1 on the list. We moved it. So, now we are looking  
2 for a new designation for tribal libraries. We are  
3 looking to have a new depository designation of  
4 affiliate access libraries for public community  
5 college, and school or school system libraries.  
6 We still want to look for shared regionals across  
7 state boundaries. Now, how the discard process  
8 will affect this, we'll see as the planning and  
9 testing moves forward. But it is not quite the  
10 same thing.

11 One of the biggest initiatives coming  
12 out of the National Plan is FIPNet, the Federal  
13 Information Preservation Network, and it really  
14 includes an awful lot of things, going into the  
15 inventory and digitization and collection care and  
16 everything. It's huge. So, we are defining the  
17 National Collection of U.S. Government and  
18 Information as a geographically disbursed  
19 collection of the body of federal government  
20 information dissemination products regardless of  
21 format or medium that have been paid for with  
22 federal funds.

23 Declassified materials whose privacy  
24 considerations have expired, and declassified

1 materials are also within the scope of the National  
2 Collection. What we're actually doing here is  
3 taking a little bit broader view. This is more of  
4 the scope of the cataloging and indexing program.  
5 So, it's a little bit broader. But part of the  
6 cataloging mandate also says that when we catalog  
7 and index we also have to say where it's obtainable.

8 So, as agencies are digitizing content,  
9 as you all are digitizing content, we can then put  
10 the pearls in the cataloging records and then make  
11 them obtainable. So, it really is going towards  
12 creating the more comprehensive index for  
13 cataloging.

14 Depository collections, on the other  
15 hand, are a little more restrictive. It is  
16 published federal information products,  
17 regardless of format or medium, which are public  
18 interest or educational value produced with  
19 federal funds that were distributed by GPO through  
20 the FDLP. There are some exceptions. Official  
21 use only, classified for national security,  
22 privacy considerations and cooperative  
23 publications. Cooperative publications are those  
24 that are produced by federal agencies, but are

1 self-sustaining. So, they get money back or it may  
2 not have been totally produced with federal funds.  
3 So, those are exceptions to what we have been  
4 distributing through the Federal Depository  
5 Library Program in tangible manner.

6 Material that is on websites, publicly  
7 accessible websites of agencies. Information  
8 products that are on federal agency websites by the  
9 Office of Management and Budget Policy, who guides  
10 information policy for the executive branch says  
11 that information products, publications that are  
12 on an agency's publicly accessible website are  
13 meant for public consumption. So, that puts them  
14 right there in the middle of the scope for the  
15 Federal Depository Library Program. And it goes  
16 on further to say that the websites themselves are  
17 actually information products. So, as we get into  
18 web harvesting and the work that David and the Web  
19 Archiving Team have been doing, we're actually  
20 capturing websites, not just the publications.

21 I first shared this diagram at the  
22 American Library Association in San Francisco this  
23 summer, but some of you may not have seen it. And  
24 I think that just looking at things visually, if

1 you're a visual learner, that this kind of made it  
2 click for some people. So, we have the National  
3 Collection, the broader scope of the cataloging and  
4 indexing program, and a part of that is the Federal  
5 Depository Library Program. So, we add together  
6 all of the activities of FIPNet for the cataloging  
7 and the digitization and everything, and we can see  
8 that the depository library collection actually  
9 rose.

10 So, that is the intent here. We want  
11 to bring in that fugitive content. We want to make  
12 sure that we're getting the current content, making  
13 it accessible so that we can grow the cataloging  
14 and indexing program, as well as the content for  
15 the Federal Depository Library Program.

16 The FIPNet partner roles. Cataloging  
17 and metadata creation, digitization, content  
18 conversation, harvesting and web content, hosting  
19 digital content, storing physical copies,  
20 condition assessment, conservation, and there may  
21 be others. Some people have talked with me about,  
22 well, what might those others be? Training might  
23 be one, promotion might be one. So, there are all  
24 kinds of partner roles that you may want to take

1 on or leverage what you're already doing to become  
2 part of FIPNet. And again, I want to thank the  
3 University of North Texas for being the first  
4 FIPNet partner. They are a digitization and  
5 content conversion partner, as well as hosting and  
6 preserving the digital content and making it  
7 accessible.

8 Looking at the outcomes -- and I know  
9 these are really text heavy slides. But  
10 basically, the outcomes are that we will have a more  
11 engaged Depository Library Program, engagement  
12 between GPO and federal depository libraries and  
13 with the publics that we serve. We want to be able  
14 to have tools that everybody can use to make sure  
15 that they can access the information they need. We  
16 will have subject matter experts in depository  
17 libraries so that we can ensure that people who need  
18 assistance will be able indeed to assist them.

19 More online content will be available.  
20 We'll have system and tools and services in place  
21 that support your workflow optimization. We will  
22 have that governance, that process and a  
23 sustainable network for the future. We're going  
24 to provide more access to digital content. The

1 Catalog of Government Publications will indeed be  
2 comprehensive. And that the FDsys content will be  
3 available from additional access points, more  
4 access points.

5 We're going to have the tools in LSCM  
6 that we need. And through authentication and our  
7 trusted digital repository, users will be  
8 confident that the information they use is  
9 official, authentic and complete. And through a  
10 training that we do and actions that you all have  
11 in your libraries to maintain your collections, the  
12 tangible collections will be there for access.

13 National Collection will be accessible  
14 to future generations. And federal agencies will  
15 have more awareness of and contribute their content  
16 to the FDLP cataloging and indexing and to FIPNet.  
17 And if we can get all of that done -- we're climbing  
18 that ladder to our vision to provide government  
19 information where it's needed. These slides are  
20 available. Again, I know it's a lot of text. But  
21 these are available for you all to download from  
22 the website.

23 MS. PRITCHETT: We're going to hold  
24 questions until the end of the FIPNet session

1 that's happening afterwards. So, if you have any  
2 questions, hang on to them. It is my pleasure to  
3 introduce our next speaker, Dr. Katherine Skinner.  
4 Dr. Skinner is the Executive Director of the  
5 Educopia Institute, a not-for-profit educational  
6 organization that builds networks and  
7 collaborative communities to help cultural,  
8 scientific and scholarly institutions achieve  
9 greater impact. She is the founding program  
10 director and host for the Metadata Archive  
11 Cooperative, the Library of Publishing Coalition  
12 and the BitCurator Consortium, each of which are  
13 community led networks that support digital  
14 practices in libraries, archives and museums.

15 Dr. Skinner received her Ph.D. from  
16 Emory University. She has co-edited three books  
17 and authored and co-edited numerous articles and  
18 reports. She is currently principal investigator  
19 for research projects on community formation and  
20 engagement and continuing education, digital  
21 preservation and scholarly communication. She  
22 regularly teaches graduate courses and workshops  
23 on digital librarianship and preservation topics  
24 and she provides consultation services to groups



1 that are planning or implementing community  
2 infrastructures, especially around digital  
3 scholarship, digital creation and digital  
4 preservation topics. Please join me in welcoming  
5 Dr. Katherine Skinner.

6 DR. SKINNER: Thank you guys so much.  
7 What my introduction doesn't tell you is that I also  
8 am one of those people who can be very ill fated,  
9 and today was one of those ill-fated days. So, I  
10 consider it a triumph that I am up here right now,  
11 because my flight was cancelled this morning. I  
12 was supposed to fly out of Greensboro, North  
13 Carolina at 5:45 this morning. Got up bright and  
14 early, time of 4:00 in the morning. Got to the  
15 airport and found out the mechanical difficulties  
16 had struck my plane, which is never what we want  
17 to hear. Then the mechanical difficulties went on  
18 to basically, ground the plane, and I said, all  
19 right, I have two choices. I can either call up  
20 Anthony and Mary Alice and others and say, oh well,  
21 tell everybody I said hi, and you all have fun, or  
22 I can get in my car and I can drive up here. So,  
23 I did. I got into a rental car and I drove up. So,  
24 all of that is to say that I've only been here for

1 a few minutes and I'll own from the get-go that this  
2 general area, meaning FDLs is not my specialty  
3 area.

4 So, many of you probably have not come  
5 into contact with me or heard of me. I see some  
6 familiar faces in the room, but not as many as I  
7 do on some library occasions. But I'm already  
8 hearing loudly and clearly in the first  
9 presentation that I have been privy to experience  
10 that you guys are no strangers to change, and that  
11 doesn't surprise me from the little bit that I do  
12 know about what you all are dealing with.

13 There is lots of change coming to the  
14 GPO and to the FDLP and to your individual FDLs,  
15 as well. But change has been coming slowly, and  
16 I mean seriously, slowly. How many people in here  
17 know *Fox and Socks*? There are a few parents out  
18 there. So, Dr. Seuss has this great book. I have  
19 two small kids. That's my flight out early this  
20 morning, rather than yesterday. *Fox and Socks* is  
21 one of my favorite Dr. Seuss books. It was Martin  
22 Halbert's one of the ones he recommended to me when  
23 I first became a parent. One of my favorite parts  
24 is when is when Slow Joe Crow comes. And I can drag

1 out Slow Joe Crow like nobody's business when I am  
2 reading to my children, and they love it and it's  
3 become part of the book. But the change that we've  
4 been experiencing in both federal depository  
5 libraries and then in librarianship in general is  
6 even slower than dear old Slow Joe Crow. So, for  
7 my own part I feel a real sense of urgency right  
8 now, and I wonder what we can do to speed up change.

9           So, I'm going to start today with  
10 stress, because I thought a lot about that on my  
11 five-hour drive up here, and we're all experiencing  
12 a lot of it. We hear about it all the time. We  
13 hear about all of the negative impacts and the  
14 repercussions of stress on our bodies, on our  
15 mental and physical well-being. And most people  
16 tell us emphatically these days that stress is bad  
17 for us, unqualified. It is bad for us. Avoid it  
18 at all costs. Reducing stress, we're told, is the  
19 answer. But there is some new research coming out  
20 of several different quarters, including out of  
21 Stanford University with Kelly McGonigal, that  
22 it's saying, well, stress may not be as bad as we  
23 think it is. It may actually be more about how we  
24 think about stress that's bad for us.

1           So, they've got some studies now that  
2           are showing that if we think stress is bad for us,  
3           stress is bad for us. It does all kinds of things  
4           that we don't want it to do in the experimental  
5           conditions. But if we're told that stress is an  
6           instigator, that stress is something that can  
7           actually help us to achieve our best, that the heart  
8           palpitations and the adrenaline kick-ins and all  
9           of those things are actually tools that our body  
10          is giving us that can focus our energy, focus our  
11          creativity and make us more receptive to learning  
12          and to things that we need to know, then stress can  
13          actually be a great enabler. So, it's all a matter  
14          of perspective.

15                 Now, these findings mirror those  
16                 sociologists and my background is sociology.  
17                 That's how I first came into the library. It was  
18                 from a back door where I was studying system change  
19                 and decided that it was more interesting to  
20                 participate in systems change in libraries than to  
21                 study it from afar. But in the sociology and in  
22                 kind of stress studies and things of this sort of  
23                 nature, there are a few things that we can learn  
24                 and that we can look back to other fields to tell

1 us about, as well.

2 So, before I really start talking about  
3 stress and the effects that it can have on both  
4 individuals and systems, I want to highlight what  
5 stress can do with the story of a tigress. So, this  
6 tigress, her story first appeared in the New  
7 Scientist back in 1984, and David Challinor, who  
8 is a long loved conservator at the Smithsonian  
9 Museum for the zoo was the one who wrote this piece.  
10 Mohini was this beautiful white tigress. She was  
11 the first one in the U.S. She was presented to  
12 President Eisenhower and the Washington, D.C. Zoo  
13 back in the 1950's.

14 So, she was gifted during a period of  
15 time where zoos were cages. So, she was received  
16 into the lion area and she was given her 12 by 12  
17 cage, which at the time was standard, and she was  
18 confined. She habituated her movement to her  
19 environment. She paced back and forth, the way  
20 that we would expect a lion or a tiger, in this case,  
21 to do. But then the D.C. Zoo was one of the more  
22 progressive and one of the early adopters of  
23 natural habitats. So, in the 1970's, the D.C. Zoo  
24 started building Mohini a new habitat; and they

1 moved her while they were doing this and she stayed  
2 in another small cage. They did this huge  
3 multi-acre space. They were so excited to see what  
4 she would do. She was one of the first ones that  
5 was released into a natural habitat.

6           What kind of tiger things would she do?  
7 Would she run, would she play, would she pounce?  
8 What are we going to get to see? Except that by  
9 the time they had moved her, isomorphism had set  
10 in. Isomorphism is a sociological term. It's  
11 used in other fields, as well. And it basically,  
12 is a fancy way of saying, she was subject to her  
13 own habits. So, what she did, instead of running,  
14 pouncing and playing, she claimed a 12 by 12 area  
15 almost exactly and paced back and forth, back and  
16 forth, back and forth.

17           So, in the federal depository  
18 landscape, we've had an established way of doing  
19 things, and that way of doing things functioned  
20 well for a long time, and in the library world more  
21 broadly for centuries. Our way of doing things has  
22 changed some, but the fundamentals have stayed  
23 pretty similar. But now, due to the print to  
24 digital paradigm shift, we've got the opportunity

1 to do so much more, and FIPNet, I would say, is just  
2 one piece of that. But so far, most of the advances  
3 that have happened in digital publishing, in  
4 preservation, in all of these kinds of areas have  
5 been these innovative adventures with limited  
6 impact. We can all kind of name our favorites.  
7 We've seen them. We've counted on them. We've  
8 cheered them on. And we can count very few among  
9 them that have actually inspired or enabled direct  
10 replication, like ones that were so successful that  
11 someone could do it too, much less substantially  
12 change the practices in our field.

13 So, isomorphism is a hinderer, it  
14 hinders progress, and we can see that all around  
15 us. We, including all of the partners on the  
16 journey -- so, here speaking from the federal  
17 depository space, I would say that's the agencies,  
18 the funders, the public libraries, the research  
19 libraries, the users, the publishers, the  
20 government officials and other stakeholder  
21 communities, as well, probably beyond what I can  
22 even imagine right now, and all of us have been  
23 wearing quite a path in our 12 by 12 confines. In  
24 fact, I think we may have shrunk it down to like

1       9 by 9 or 6 by 6.

2                   So, maybe, part of our jobs today is to  
3 shift our thinking about stress and shift our  
4 thinking about the kind of system that we're in and  
5 use it to empower us to break out of that 9 by 9  
6 confine or 12 by 12 confine. So, I want to pivot  
7 here and start talking a little bit today about how  
8 particular stressors and particular instances have  
9 affected lots of different industries over time.  
10 So, we are not in an industry that is somehow  
11 isolated from the rest of the universe. We can  
12 actually learn from the way that other systems have  
13 adapted over time and we'll use these examples as  
14 a way to think about what we might be able to do  
15 here, if we could just re-conceptualize the space  
16 that we're in and address that kind of challenge  
17 of new space and opportunities head on.

18                   I'll go ahead and tip my card and keep  
19 you guys from starting this off as depressed and  
20 thinking about poor Mohini, who stayed in her 12  
21 by 12. She did break out. It took her about five  
22 months, but she did eventually figure out how to  
23 operate in her new environment. And that's really  
24 important. I think that's something that we need



1 to be doing, as well.

2 So, let's start by admitting and truly  
3 understanding that we are in a critical moment.  
4 You'll see here in the illustration one artist's  
5 take on a critical moment. I'll pause and let that  
6 sink in for just a moment. I have to say that my  
7 favorite part here is the guy's hair. So, critical  
8 moment will elicit a response from us, and it will  
9 elicit a response whether it's an intentional  
10 response, like staying on shore, or jumping into  
11 the boat and taking command of it, or an oops  
12 response, which his kind of like this poor guy's  
13 surprise and consternation and loss.

14 Now, note all of the loss in this image.  
15 We've got a loss of a pipe. We've got loss of  
16 glasses, of hat, of toupee, of oars. We've got  
17 lots and lots of lots of loss going on here. But  
18 most of all, we've got a loss of control. I don't  
19 know about you, but I don't particularly relish the  
20 thought of being in that boatman's shoes or in the  
21 shoes of the two women aboard the ship who are doing  
22 little to nothing to help. But I will take a little  
23 bit of issue with the title of this image here, with  
24 all due respect to the artist.

1           I'm not sure that this image is really  
2 depicting the critical moment. Was this the  
3 critical moment, or was the critical moment the  
4 moment that happened just before this moment, when  
5 something happened and these people were entirely  
6 unprepared for that something. I think of a  
7 critical moment as the moment of opportunity, not  
8 as the moment of loss, and I think we're in one right  
9 now. Not every era brings critical moments. Not  
10 every era brings the opportunity for major social  
11 change and radical field transformations, because  
12 humans are creatures of habit, just like tigresses  
13 are.

14           And change at field wide or system  
15 levels is usually restrained by all kinds of  
16 boundaries and all kinds of constraints that we put  
17 around ourselves that are called social norms.  
18 We're used to this. This is what players within  
19 a field establish and then impose and reinforce,  
20 and we do it for good reason. We need  
21 predictability. In order to get through a normal  
22 day, much less a normal job or a normal life, we've  
23 got to have some level of predictability. There's  
24 a little bit of forgiveness and flexibility in the

1 human system compared to something like the linked  
2 gears that you're seeing. I can see them up here,  
3 so I'm pointing here when I mean here. But  
4 ultimately the concept is similar. Things fit  
5 together. We've got a system. We've got our  
6 pieces in play; and they keep ticking in the same  
7 order until something massive happens that allows  
8 it to shift off gear. Now that's not to say that  
9 change isn't always brewing somewhere. It is, but  
10 humans like to organize themselves according to  
11 stable operating procedures; and those tend to  
12 support our vested interests.

13 So as a result when changes get made at  
14 one institution, like UNT, you know, it doesn't  
15 necessarily impact the rest of the system. So  
16 institutional changes, one piece of what needs to  
17 happen; but one institution changing does not  
18 change the whole system. Instead the system  
19 continually puts pressure back on that institution  
20 to conform to the norms that everyone else is  
21 following. So the forces of the system are the  
22 field are usually united enough to insure that  
23 stasis is what's going to reign. Mohini's  
24 behavior in other words is the rule, it's not the

1       exception.    The system reinforces our habits.  
2       Our habits enable us to build predictable systems.  
3       It's good, and our current response to stress,  
4       which is to pull away from it and then isolate  
5       ourselves from it, that tends to be a mechanism that  
6       helps to insure that our systems persevere.

7                So even that kind of conditioned  
8       response that we have, especially today where we  
9       think of stress as something that's negative and,  
10      you know, to be avoided at all costs, let's play  
11      ostrich and get over here and go meditate away from  
12      it, don't need that in my life, it really does. It  
13      helps systems to continue to operate under the same  
14      kind of conditions that they've been operating  
15      under rather than enabling change. But in certain  
16      moments, when a whole lot of pressure points get  
17      pushed at once, and a whole lot of small changes  
18      start aligning, then you can have transformative  
19      change. And those critical moments, coming back  
20      to the critical moment, they're rare. So this kind  
21      of world that we're living in right now, this kind  
22      of shift, this paradigm shift or whatever we want  
23      to call it, it's really important. And it's  
24      happening whether we pay attention to it or not.

1 And since we're smack dab in the middle of it,  
2 whether we're paying attention to it or not  
3 matters. Our response to this is going to  
4 determine the future of our fields whether as  
5 Federal Depository libraries and then as libraries  
6 more generally speaking.

7 So what are some of the factors that I  
8 think are aligning? There are a lot of them, and  
9 I could talk about this for hours over drinks, and  
10 don't challenge me because I really could. But  
11 just a few of the conditions that are aligning today  
12 and that have been aligning over the course of the  
13 last, you know, roughly two decades. And, you  
14 know, it's a prolonged period of time and things  
15 are changing. But we've got a lot of new  
16 technologies constantly. Nobody can keep up,  
17 absolutely nobody. And they drastically change  
18 the way that we communicate. So the ways that we  
19 actually share information and knowledge are  
20 fundamentally different now from what they used to  
21 be. Plato warned us years and years and years ago,  
22 beware changes in the modes of communication. And  
23 he warned that that's where revolution comes from;  
24 and specifically he was talking about music, which

1       mattered to me as a dissertating student because  
2       my dissertation was around music and how music,  
3       genres of music, tend to accompany the changes in  
4       social fabric. So when there's a major shift like  
5       the women's movement then you see things like  
6       lesbian feminists, you know, rock star suddenly  
7       emerging and coming on to an entirely new space.  
8       These are things that tend to happen in  
9       collocation.

10               So Plato's warning is definitely  
11       something that I pay attention to, and contemporary  
12       sociologists concur, that changes in the mode of  
13       communication are really, really pivotal. So just  
14       as a quick example of that that is pertinent to all  
15       of us Gutenberg. You know, you see the printing  
16       press as a moment not just where, you know, people  
17       suddenly have access to more information, but where  
18       the Catholic church, capital "C" Catholic church,  
19       which had been heavily instantiated, systematized,  
20       habituated, and reinforced in all kinds of ways  
21       suddenly crumbled; and didn't crumble entirely but  
22       made room for a whole lot of reformation in ways  
23       that are able to be, you know, tied back to people  
24       being able to read the Bible for themselves, having

1 more access to information. So the kind of  
2 interpretations were no longer governed by the  
3 church; and I mean it was a dramatic, huge, huge  
4 change that was technologically enabled. And this  
5 is just, you know, one example. If we look today  
6 we can look at how banking has splintered or how  
7 journalism has splintered in response to the  
8 information changes that have happened in our  
9 lifetimes.

10 Second, we have new competitors, lots  
11 of them and powerful ones. And they are ones that  
12 are far, far outside of our comfort zones and are  
13 driven by totally different rewards systems from  
14 us. Amazon, Google, I mean these are our  
15 competitors at this point as information stewards.  
16 And we've got to take that seriously; and we've got  
17 to think about and be mindful of what that means  
18 for the types of organizations that we want to run  
19 and the kind of freedom of information that we want  
20 to protect. So, you know, these groups are going  
21 to create ways to get content and maybe even ways  
22 to preserve content. But are they going to do it  
23 in the way that we would do? They're being driven  
24 by completely different motives than the public

1 good institutions that we're all a part of that are  
2 driven by. And that's a fundamental change; and  
3 if, you know, again, if we are not paying attention  
4 to that then that is to the detriment probably not  
5 just of us but to society.

6 Third and simultaneously we've got  
7 political shifts, so giant political shifts in  
8 terms of political philosophies, where the  
9 priority has moved from the public sector where it  
10 has been for a long time in the U.S. And here I'm  
11 speaking U.S. contacts, but it's moved from the  
12 public sector to private interests. And that's  
13 happening well beyond the U.S. as well I should say,  
14 but certainly here in the U.S. And the  
15 implications of this are huge. You've got public  
16 good institutions that used to be held in high  
17 esteem that are now struggling and having to  
18 redefine themselves; and having to fight for  
19 funding that used to be understood as something  
20 that was going to contribute to society. That  
21 measurable outcome is just harder to trace; and  
22 it's harder for us to make our case. And we are  
23 way behind curve in trying to make it.

24 And then those political changes build



1 on and intersect with economic shifts; and the  
2 still increasing concentration of economy in just  
3 a few hands. So the masses have less; and what they  
4 do have they're not as interested in sharing. So  
5 these and a whole bunch of other factors culminate  
6 in what I would call a critical moment certainly  
7 for public information for anybody who is an  
8 information steward. And it's one in which our  
9 field of information management is already being  
10 defined. So if we're in a critical moment, if  
11 everybody can agree with me that this is on some  
12 level a critical moment, then what do we do? We  
13 can continue to walk in our usual pathway that 12  
14 by 12 or 9 by 9 or maybe 6 by 6 in a habituated way  
15 while lots of transformation takes place around us;  
16 or we can try to gain the system for good, creating  
17 some transformations ourselves. And I like that  
18 latter option. And sociology I think gives us some  
19 really great tools for doing that.

20

21 So how do we gain the system? We can  
22 start with research, and research from disciplines  
23 like sociology, business, economics. All of those  
24 can tell us a lot about field transformations, what

1 happens to a field when a critical moment strikes.  
2 And I would consider information management to be  
3 the field that we're all in. So these disciplines  
4 have demonstrated that fields tend toward stasis;  
5 so back to Mohini again. Major change only becomes  
6 possible occasionally, and when those moments open  
7 up we have two choices. We can change or we can  
8 be changed. So witness the Catholic Church in the  
9 age of Gutenberg. And then when fields become  
10 unsettled the process of change usually unfolds  
11 from innovations that take place not at the center,  
12 not from the big dogs, not from the folks who seem  
13 to have the most power, but from the fringes in the  
14 field. And this is explicitly because of the  
15 habituation of power and the kind of vested  
16 interest that I was talking about a few slides back.  
17 So at the center of the field you've got stasis,  
18 and you've got, you know, a comfort zone and a  
19 system that is working. And the interests are  
20 aligned around keeping that solid. So usually  
21 your innovations are not going to come I mean just  
22 naturally speaking, innovations are not going to  
23 come from the center. They're usually going to  
24 come from some place that you don't expect them.

1 It's not going to be at Yale and Princeton  
2 necessarily. It's going to be at a different  
3 institution, some place that's a little bit further  
4 on the margins.

5           And third and I think most overlooked  
6 within our field, researchers have also shown that  
7 single innovators are not the ones that are  
8 responsible for change. So in the U.S. maybe  
9 particularly we've got this illusion that you've  
10 got a lone genius who comes up with, you know, the  
11 bright light bulb of an idea and the world changes.  
12 And that's a fallacy that's been pretty harshly  
13 debunked in sociological circles. Instead those  
14 innovators are always key parts of a larger  
15 cultural system of production and distribution and  
16 reception. And that system always, always,  
17 always, always, always depends on that works of  
18 people.

19           So to say that in a different way, it's  
20 not a single extraordinary genius. It's not this  
21 one person who holds everybody else up and carries  
22 them all forward. Instead you have a network of  
23 players; and those networks of creation  
24 distribution and reception are where change

1 actually happens. I love these images. I use  
2 them regularly and these are the castellers. Has  
3 anybody heard of or seen anything like this before?  
4 I love this. These are human castles. So in  
5 Barcelona or Catalonia or whatever you want to call  
6 the region, they have been building these human  
7 castles as part of kind of an annual competition  
8 for years and years. And what's important here,  
9 and the reason that I think that these are such  
10 great illustrations for this particular point  
11 around networks and players is the way that that  
12 castle works.

13 So, you know, again it's not one person  
14 holding up a whole bunch of other people. Instead,  
15 as you look at the margins, as you look at the first  
16 image, those are all hands holding onto shoulders,  
17 and lots and lots of them. And they go, they  
18 stretch way back. It covers a huge circumference.  
19 And that circumference has to be equivalent to how  
20 high that network of castle is going to wind up  
21 going, how many stories if you will the people can  
22 climb. And they can climb many, many stories as  
23 long as they have a really strong base; but that  
24 foundation is imperative.

1           So I love the, you know, the idea here;  
2           but it is networks and not single individuals that  
3           are propelling change forward. And that's what  
4           legitimizes innovations. So you may have that  
5           innovation. You've got that seed. You've got  
6           that spark; but actually converting that into  
7           something requires this network that spreads  
8           knowledge of it, makes sure that it is replicated  
9           and keeps it going. And I think that that kind of  
10          intensive interdependence is something that  
11          relates back to the stress piece that I was talking  
12          about earlier, because one of the other things that  
13          we're finding and that they're showing now at  
14          Stanford and a couple of other locations is that  
15          one of the things that stress brings out in us is  
16          what's called the tend and befriend response. So  
17          we hear all the time about the kind of fight or  
18          flight that it usually throws us into. It also  
19          heightens the tend and befriend response, which  
20          means that it makes us more open to collaborative  
21          relationships. So right at that moment when you  
22          are, you know, kind of at the end of your rope with  
23          stress or the system is at the end of its rope with  
24          stress, one of the things that that naturally calls

1 us to do is call on each other and to create more  
2 interdependence. And I think that that's part of  
3 what we need to be thinking about here today.

4 So now what do we do with all of that  
5 information? We're going to play a little game of  
6 if/then. So if, and this is assuming that you're  
7 all coming along with me on, you know, the Katherine  
8 ride, that if a field is a somewhat stable  
9 enterprise, so information management is a  
10 somewhat stable enterprise, and if innovation  
11 tends to happen on the fringes, not at the center,  
12 but usually on the fringes, and if networks are what  
13 it takes to move those innovations from fringe to  
14 center, then we all need to work deliberately and  
15 field-wide in order to intentionally manage our  
16 efforts using networks to ensure that we align not  
17 compete. We need to work towards common goals at  
18 the field level not at our individual institutional  
19 levels. We need to stop thinking only about the  
20 here and now, which is really, really vogue today,  
21 especially, you know, mindfulness. It's all about  
22 being in moment. And I love me some mindfulness  
23 so don't get me wrong; but, you know, it's got to  
24 be bigger than this. It's got to be connected out.

1 So are you guys with me so far?

2 All right, anybody want to take it on?  
3 So I'm going to tell just a tiny bit of Educopia's  
4 story here. And I swear this is not a sales pitch.  
5 The company that I read has a really special little  
6 thing; and I feel really blessed to be its executive  
7 director. And basically what we were founded to  
8 do is enable and push forward collaborative  
9 networks. So that started with a digital  
10 preservation network, MetaArchive, which was our  
11 first program. It started off in 2004 under NDIIPP  
12 money, so the National Digital Information  
13 Infrastructure and Preservation Program, which is  
14 can still rattle off. But it is now defunct, which  
15 is so sad. It died two weeks ago. They finally  
16 actually silenced that program. But 2004 it gave  
17 wings to this idea called the MetaArchive  
18 Cooperative. And in 2006 we had discovered that the  
19 technology piece of preservation was not the hard  
20 part. What was hard was building a united set of  
21 institutions that could really handle the  
22 preservation challenge in a way that wasn't bound  
23 to a typical two to three year of grad cycle.

24 So the point of Educopia was how do we

1 encourage longer-lived collaborations between  
2 institutions? How do we level the playing field  
3 and make sure that any one institution can drop out  
4 without it breaking the rest of the collaborative,  
5 that there's some give in the system, that there's  
6 some possibility and some longevity, some  
7 sustainability that built in from that. And so  
8 we've been working on that kind of community  
9 building ever since; and it matches my interest  
10 from sociology because this is what I studied. I  
11 mean I loved the concept of field transformations.  
12 How do new fields come into being whether it's a  
13 musical genre or whether it's a new railroad  
14 mechanism? You know, I mean they're all sorts of  
15 different places where we can see these things  
16 happening.

17           And so what Educopia has grown to become  
18 is a lean and light weight hosting apparatus for  
19 cross-institutional and cross-active digital  
20 networks and communities. And its founders of  
21 which Martin Halbert from the University of North  
22 Texas is one. And that's not an accident. And  
23 Tyler Walters and David Semen and many others.  
24 What they wanted was a way to move promising digital



1 initiatives off of grant funding and into something  
2 that could actually be sustained and managed for  
3 the long term. And we believed that with modest  
4 resources, not with lots of resources but with  
5 modest resources geared specifically toward  
6 facilitation, not leadership but facilitation, and  
7 I'll come back to that in a minute that communities  
8 could thrive and could be empowered to thrive  
9 through their individual members actually taking  
10 ownership of the community model. And really  
11 fostering that became our goal.

12 So at this point Educopia has grown to  
13 host three communities. We've got the MetaArchive  
14 Cooperative, which is still thriving. It's now a  
15 60 plus member network that runs internationally.  
16 The Library Publishing Coalition, which we brought  
17 up a couple of years ago to support libraries that  
18 are reaching out into publishing arenas; and it's  
19 about 60 institutions strong right now as well.  
20 And then the BitCurator Consortium, which is around  
21 digital forensics. These are three examples, and  
22 I bring them up not because those three examples  
23 necessarily are important but because we've taken  
24 the model that we had with MetaArchive and we've

1 distilled it out. And we've looked at the  
2 sociological principles that undergird it. And  
3 we've tried to understand what makes communities  
4 tick and what makes them effective and how do we  
5 build better collaborations over time.

6 All of that is important for what's  
7 coming next. So Educopia's role is to catalyze not  
8 to control. It's really important. We don't own  
9 any of those communities. They're all called  
10 affiliated communities. I'm not even really the  
11 host. I mean I'm the administrative host; and I  
12 do provide some level of guidance. But mostly what  
13 we do is we give the community their own leadership;  
14 and we foster that back within the communities.  
15 And we make sure that there's strong facilitation  
16 glue that basically corrals all of the members of  
17 any one of these networks, makes sure that the  
18 individuals continue to take ownership and control  
19 over the efforts that really are theirs. Then  
20 we're embedding the knowledge and the  
21 infrastructure back in the community members, not  
22 centralizing it at Educopia or elsewhere.

23 So each one of these communities is  
24 designed so that I can hand it to another host

1 tomorrow and it would all be intact and it can move.  
2 So we didn't invest that model. It's a model that  
3 we really adapted from the social sector in both  
4 its designing and its implementation. And I  
5 continue to learn regularly from the great work  
6 that's underway elsewhere, which brings us to the  
7 act to impact part.

8           So in the social sector, and I promise  
9 I'll be done in just a few more minutes. I might  
10 even end a little bit early. So in the social  
11 sector initiatives that are geared, initiatives  
12 that are geared toward social level change, so  
13 system level change, things that are on kind of the  
14 big, big picture, they're increasingly turning to  
15 a set of methodologies that really seek to  
16 cultivate multi-stakeholder relationships. So  
17 rather than working from one institution and for  
18 example, you know, taking a large sum of money and  
19 handing it to the United Way and saying United Way  
20 you do your thing with this. And it's going to  
21 bring up the whole community. Instead of  
22 operating that way they're instead saying huh,  
23 we've got problems that are at the system or  
24 societal level and we've got about 15 different

1 groups within this city or this town all of which  
2 have some stake in an outcome, maybe reducing teen  
3 pregnancy or reducing poverty among a certain  
4 group. And what we need to do is bring all of them  
5 together and fund facilitation that runs in between  
6 them and that helps all of them align their efforts  
7 towards actually making change happen on the big  
8 scale instead of trying to empower one organization  
9 or one effort to take things forward as though  
10 that's going to be able to create change all by  
11 itself.

12  
13 So again coming back to one of the  
14 earlier slides or one of the earlier points that  
15 I was making, if you only change one thing then the  
16 rest of the system, the gears, are going to kind  
17 of shove it back into, you know, process. And the  
18 change isn't going to be massive. But if you do  
19 it at all of those different levels, and in lots  
20 of different places at the same time, then you've  
21 got something very, very powerful. So in these  
22 approaches, and there are a lot of them, there's  
23 one that I'm going to talk the most about today and  
24 kind of use as a pivot point for FIPNet and is a

1 thinking place for FIPNet and how FIPNet might  
2 organize itself. But ultimately there are a lot  
3 of system-change methodologies out there; and this  
4 is just one of many that happen to be buzzy at the  
5 moment. So I want to own that up front; but what's  
6 important across these system-change  
7 methodologies is that emphasis on  
8 multi-stakeholder alliances and not just  
9 multi-stakeholder alliances but building bridges  
10 across them by explicitly funding something to hold  
11 them together at the center. Not assuming that  
12 somehow in their very busy day-to-day lives, where  
13 each of them is mission driven and dealing with its  
14 own institutional or organizational or, you know,  
15 spatial limitations, but somehow magically they're  
16 going to stay focused on the group goals. Instead,  
17 there's something in the middle that is constantly  
18 prodding, reminding, assessing and helping to pull  
19 everybody back to the big vision that they're all  
20 trying to accomplish together.

21 So the facilitation methodology  
22 specifically that I'm going to talk about right now  
23 is called collective impact. And it emerges a term  
24 and a set of principles back in 2011. You can find

1       lots and lots on this in the Stanford Innovation  
2       Review, which is where there was the first  
3       publication by this guy John Kania came out back  
4       in 2011. And it really, it wasn't that that was  
5       the beginning of collective impact, it was the  
6       beginning of putting that label on something that  
7       was working successfully in a lot of different  
8       places; and that he identified as, you know, a  
9       systems change, methodology and approach that  
10      could really be structured to enable lots of  
11      different communities and different efforts to  
12      achieve the kind of big scale goals that they  
13      envisioned.

14

15               So I want to spend the next couple of  
16      minutes sharing with you a little bit more  
17      information about this methodology, not as a magic  
18      bullet solution, not as a one size fits all, but  
19      as one of a number of tools that I think we need  
20      to bring to the critical problems and the critical  
21      moment that is upon us right now. And really it's  
22      not even a solution at all. It's a problem-solving  
23      process. So the concept behind collective impact  
24      is that system-level change can be orchestrated.

1 All right, we can actually cause it to happen.  
2 Maybe not exactly the way we envision, but we can  
3 really focus on that as a goal and apply some  
4 methodologies to orchestrate that through the  
5 deliberate work of lots of stakeholders across a  
6 whole system. And it doesn't just occur by  
7 creating the collaborative network. We got lots  
8 of those, lots and lots of those I would argue.  
9 Instead the collective impact process begins with  
10 establishing five core conditions. And this is  
11 really key to this facilitation methodology; and  
12 it really does serve to differentiate it from other  
13 approaches. And the beginning of it is that all  
14 of the different stakeholder communities come  
15 together. They build trust and they build a common  
16 agenda. Okay, so in the kind of FIPNet environment  
17 or in the Federal Depository Library environment  
18 that might mean that the libraries themselves are  
19 coming together; but also certainly the GPO and  
20 certainly some of the government agencies that are  
21 creating the publications that we need to make sure  
22 that we're maintaining, some of the user  
23 communities that intersect with this and need the  
24 content. There are a lot of different pieces.

1 And then funders, including funders that may come  
2 from inside or outside, that can help to encourage  
3 at least some of the research and development  
4 around this.

5 So bringing all of the stakeholder  
6 communities together around the problem area, and  
7 then helping them to come to an agreement on the  
8 common vision or a goal for change are step one.  
9 So that's the common agenda here. Once you have  
10 that common agenda, and this cannot be a platitude;  
11 so this is not, it's got to be an attainable goal.  
12 It's got to actually have some sort of a measurable  
13 progress map so that you can see how you're  
14 attaining that goal over time. There's some sort  
15 of measurable piece to it. Once you've got that  
16 the facilitation work continues at the stakeholder  
17 group level; so at each stakeholder group, with  
18 each one of those groups determining what specific  
19 and incremental steps it might take to help achieve  
20 that goal, that big goal that everybody's got  
21 together.

22 So basically where can my library or  
23 where can my organization feed into the bigger  
24 picture changes that we're envisioning here?



1       What's my role?   What's my take away?   What's our  
2       responsibility?   And it is about responsibility  
3       building.   And each one of those, again with the  
4       facilitator serving as a core piece, and the  
5       facilitator can be one of the organizations within  
6       the network, it can be a set of the organizations  
7       within the network, it can be construed in a lot  
8       of different ways; but somebody's got their eye on  
9       that middle goal and they help each one of the  
10      groups figure out okay what are we going to measure  
11      as some of those incremental steps towards this  
12      goal?

13                   Let's say we're going to plan 10 years  
14      in the future.   We really want to see, you know,  
15      "X" percent, 50 percent.   Let's be, you know,  
16      realistic but still, you know, fairly ambitious and  
17      say we would like to have 50 percent of the  
18      material, the digital material that's being  
19      published through the GPO actually available and  
20      preserved, which would be pretty remarkable.   We  
21      can measure progress towards that goal.   There  
22      would be specific steps that different groups could  
23      take towards that goal.   So that's sort of how this  
24      might translate here.

1           Then we go into mutually reinforcing  
2 activities. So it's not enough for each one of the  
3 libraries to separately say we're libraries and  
4 other entities, to separately say okay I will do  
5 "X". Everybody's got to be somewhat aware of what  
6 each other are doing, which is again why that  
7 facilitation role is key; and it's the most  
8 underfunded thing in our network environments. We  
9 want to collaborate so bad. We've got so many good  
10 will kind of gestures that go on in collaboration;  
11 but that facilitation piece is undervalued. We  
12 think we can do it on our own; and we think we don't  
13 have the resources for it. And so a lot of our best  
14 efforts will end up not going forward because  
15 there's no glue to hold them together. There's  
16 nobody who can really focus on making sure that each  
17 member of a consortium or of a group is contributing  
18 back on a regular basis to the goals that the group  
19 has set.

20           So the mutually reinforcing activities  
21 is a way of making sure that as one library is doing  
22 its part, other organizations, other entities are  
23 also doing their part. And then continuous  
24 communications, that's again the goal of the

1 facilitator. They've got to be there and they've  
2 got to be everywhere. And they've got to be  
3 balancing lots and lots of voices, and helping to  
4 reform over the course, I mean if we're talking a  
5 10-year goal there are going to be changes that come  
6 up in that ten years. There are going to be policy  
7 changes. There are going to be technical changes.  
8 There are going to be all kinds of things that you  
9 can't anticipate at the beginning, but you can  
10 anticipate that there will be something. And so  
11 part of what that facilitation arm is there to do  
12 as well is help all of them readjust and recalibrate  
13 on a regular basis and come back together to make  
14 sure that the goals that, or the activities that  
15 they're undertaking are still serving the goals  
16 that they're hoping to serve.

17 And then finally that background  
18 support is just absolutely imperative. And I  
19 speak this not just as the executive director of  
20 a group that does do facilitation work, but as  
21 somebody who's been a part of a whole, whole lot  
22 of collaborative projects. This is what I've done  
23 with most of my career. And the ones that I've seen  
24 that have been the most successful have been not

1 necessarily the best ideas; but instead they've  
2 been the ones that have the best glue. And when  
3 that glue is there and it can hold people together  
4 and keep them focused on the goal, then you get  
5 somewhere. And a lot of times some of the best  
6 ideas, and I'll use NDIIPP as one of the examples.  
7 Some of the best NDIIPP ideas wound up floundering  
8 and failing not because the idea was bad, but  
9 because there was nobody really shepherding it  
10 forward all the time, you know, really focused on  
11 that goal of keeping everybody engaged and  
12 recalibrating on a regular basis, because  
13 recalibration is just going to be a part of life.

14           So when we look at the traditional model  
15 of social change or system change there's an  
16 assumption that each organization learns its own  
17 lessons. So, you know, each library, each group,  
18 each individual even learns its own lessons and  
19 then over time finds its own solutions and then  
20 feeds that back into the sector. So that's kind  
21 of a diffusion model from the individual  
22 institution diffusing out. But in effective  
23 collective impact initiatives what happens is that  
24 learning is taking place nearly simultaneously

1 across all of the relevant stakeholders and they  
2 are being reminded of that learning on a regular  
3 basis. They're being brought back to it. And as  
4 a result there are lots of organizations developing  
5 and responding to new knowledge at the same time.

6 So there are two important consequences  
7 here. First, new solutions are discovered that  
8 will bridge the needs of multiple organizations or  
9 that are only feasible when organizations work  
10 together. And second, all participating  
11 organizations adopt the new solution at the same  
12 time. That's huge. I mean that in and of itself,  
13 you know, thinking about the gear picture, that  
14 just shifts the whole thing. And at that point  
15 you've got a more aligned, immediate and  
16 coordinated response, which is powerful. And the  
17 net effect of all of this is what in collective  
18 impact circles they call cascading levels of  
19 collaboration, which this is set of kind of wavy  
20 lines on the edge. So you've got all of these very  
21 specific ways of organizing groups and the backbone  
22 and all of that; but the key here is because of the  
23 interplay you wind up with these cascading levels  
24 of collaboration that keep the group, on a much

1 broader level, the collaborative, really keep that  
2 group informed and it magnifies the impact of the  
3 investments that you're making, because instead of  
4 throwing money at one or two things that are kind  
5 of sort of moving, you're coordinating and you're  
6 magnifying you impact.

7           So this model really requires a  
8 different set of investments. And there are  
9 examples of how this has worked across a range of  
10 fields, including the White House. I mean this is  
11 embedded in our federal government at this point  
12 even. It has been put forward by the White House  
13 as one of the models that folks need to be using.  
14 And there are lots and lots of examples of where  
15 this has done well across a number of different  
16 fields. I haven't seen it applied in libraries;  
17 and we've been trying to apply it in small ways  
18 through kind of catalyzing new, in new communities  
19 over the course of the last couple of years. And  
20 every time we've brought this facilitation  
21 methodology to the table powerful things have  
22 happened. And we've got some sparks flying now;  
23 and I'm hoping that maybe some of those will also  
24 spark off in this room.

1           And, you know, whether this is "the"  
2 methodology or not, you know, set that aside; but  
3 thinking concretely about why multi-stakeholder  
4 initiative are valuable and what different  
5 stakeholders can bring into the kind of engagement  
6 that FIPNet and other collaborative networks  
7 require, is going to be a worthwhile venture no  
8 matter what. So that's the kind of work that I want  
9 to encourage here today. And this is y'all. Can  
10 you hear the North Carolina? Sorry. I just  
11 busted out a y'all. So network building is not  
12 something that comes from the outside. It really  
13 does come from the inside. It comes from all of  
14 us, and it comes from us choosing to work together.  
15 And I think it's safe to say that given the trends  
16 of the last 10 years, and, you know, federal  
17 depository libraries, the thing that I do know  
18 about the last 10 years around here is that the  
19 numbers have gone down and that the challenges has  
20 risen steadily and, you know, have been magnified  
21 over time. And that a lot of administrators in  
22 particular, which I know I'm not talking  
23 specifically to the administrators today, but  
24 they're playing ostrich. They are not recognizing

1 this as one of those fundamental places where we  
2 are making or breaking what the next generation is  
3 going to have access to. And that's deeply  
4 troubling to me as a researcher. And I know it's  
5 deeply troubling to you, all of you in this room,  
6 I suspect all of you.

7  
8  
9           You all focused on an important  
10 information management role that arguably is not  
11 fulfilled by any other entity outside of the  
12 federal depository libraries in the U.S. It's  
13 just not there; and there are immense pressures on  
14 all of us to downsize, to de-prioritize, to  
15 decommission. And those are just unacceptable.  
16 Going with the flow and letting stress stall us out  
17 is going to leave us with a society that lacks  
18 fundamental knowledge about itself. And really I  
19 just, I did a stint at the Smithsonian two weeks  
20 ago where I went up and was helping out the Museum  
21 for American History on a small consulting thing.  
22 I was helping them think about collections care in  
23 the 21st century. They're having issues like  
24 everybody is. I mean it's just hard, its lots of



1 transformations; and one of the things that I  
2 really appreciated in that room was the  
3 understanding of why they exist, why that museum  
4 is there and what makes America America was so firm.  
5 And the basic answer to that question when it was  
6 posed to them was access to knowledge is the key  
7 to freedom. We've got lots of debate. Debate is  
8 one of the critical things that the U.S. can be  
9 known for; and the only way that debate can happen  
10 and that we can have informed challenges and  
11 massive social challenges is if we've got access  
12 to information to back up those debates. And so  
13 already we, you know, in terms of a mandate and in  
14 terms of a mandate at a federal level, oh see I  
15 didn't. I didn't manage to give you back time; but  
16 I am on the last slide. So in essence there are  
17 all of these innovative ways that we can  
18 reformulate and capitulate our talents and our  
19 efforts and knit ourselves together more  
20 effectively so that we really can, you know, serve  
21 as the band of superheroes that flies in and does  
22 something that transforms rather than one or two,  
23 you know and I choose this very deliberately. You  
24 know one of the things that I've learned with having

1 two small boys is that superheroes are not in  
2 isolation, especially in today's world. We see  
3 the Avengers, we see, you know, and this was true  
4 of comics in the past as well. But thinking about  
5 that role for teams of individuals in the  
6 organizations to come together and really exact  
7 change is what I challenge all of us to spend the  
8 rest of today and hopefully the rest of this  
9 conference thinking about and discussing and  
10 debating. So thank you guys so much for your  
11 attention and I'm sorry I used up the whole 45.

12 (Applause.)

13 MS. PRITCHETT: Well thanks to both  
14 Cindy and Katherine. We will break now and resume  
15 again at 3:30.

16 (Whereupon, the above-entitled matter  
17 went off the record at 2:56 p.m. and resumed at 3:35  
18 p.m.)

19 MR. ECKMAN: Good afternoon everyone.  
20 I think we're going to get started. My name is  
21 Chuck Eckman. I'm the Dean of Libraries at the  
22 University of Miami; and as Mary Alice said, once  
23 a documents library always a documents library.  
24 So I think that my career start in documents. I

1 was delighted to be asked to facilitate this panel.  
2 We've been seeing the development among North  
3 American research libraries in the past 10 years  
4 something frequently described as the collective  
5 collection, speaking of collective impact. The  
6 collective collection refers to an approach to our  
7 collections of books and journals and other  
8 material that is at once both local and global.  
9 And the Collective Collection Partner Libraries  
10 made commitments to each other to preserve specific  
11 titles on their shelves or in shared storage  
12 facilities.

13 The emergence of the concept of the  
14 collective collection reflects the fact that  
15 sustainability of our programs requires us to  
16 develop these print collections in a broader  
17 framework of access and preservation. Central to  
18 this framework are the activities of the Center for  
19 Research Libraries, which modeled shared  
20 collections among its membership for several  
21 years. Recently we've seen the emergence of a  
22 number of shared print storage facilities and  
23 collaborative initiatives, WEST, the Western  
24 Regional Storage Trust, EAST, the Eastern Academic

1 Scholars Trust, SPAN the Shared Print Archive  
2 Network in Western Canada, and the Scholars Trust  
3 with ASERL and the Washington Research Libraries  
4 Consortium. The Center for Research Libraries is  
5 playing an important documentation role in  
6 supporting these activities with its Paper Print  
7 Archives Preservation Registry initiative.

8 The collective collection is not just  
9 a print phenomenon though, we have also seen the  
10 development of large aggregations of digital  
11 content; and two among them that most of us are  
12 familiar with are the HathiTrust collection,  
13 developed to address the library-curated Google  
14 Books content as well as the Digital Public Library  
15 of America. Along with these aggregations of  
16 digital content we've seen collaborative digital  
17 preservation strategies such as LOCKSS, the  
18 Academic Preservation Trust. There's that word  
19 trust again. It keeps popping up; and the Digital  
20 Preservation Network. These programs reflect the  
21 fact that ongoing collaboration can create  
22 innovative and sustainable strategies to develop,  
23 manage and provide access to and preserve our  
24 collective collection.

1                   This collaborative framework is the  
2 context for this afternoon's panel discussion.  
3 The tie in to the work of this community is clear  
4 with its emphasis on local, regional and national  
5 preservation and access strategies based upon  
6 mutual commitments and partnership the Federal  
7 Depository Library Program is one of the first, if  
8 not the first truly collective collection  
9 initiative. The structure of this panel today  
10 includes a brief seven-minute presentation by each  
11 of our speakers; and Anthony is going to be timing  
12 them because we want to make sure we get everything  
13 in. Got it, that's the signal. And then  
14 following these presentations we are going to ask  
15 each panelist to respond to a question that was  
16 developed in advance. Following this we will  
17 spend some time engaging the audience and that  
18 audience participation will describe as a question  
19 to the audience rather than a traditional Q&A, we  
20 have a specific question in mind, which we'll hear  
21 at the appropriate moment. And then finally, kind  
22 of to sum up the afternoon we're going to ask Dr.  
23 Skinner, who by the way that was just a wonderful  
24 present -- okay, Katherine great --

1 DR. SKINNER: I'm here.

2 MR. ECKMAN: -- that's wonderful, to  
3 provide a closing perspective on what's she's heard  
4 here today and I think that could be really a very  
5 nice closure to this. So with that introduction  
6 let's move. I'll introduce the panelists in order  
7 of their presentations.

8 So I'll start with Dr. Martin Halbert.  
9 He's Dean of Libraries and Associate Professor at  
10 the University of North Texas. Importantly, he  
11 was the recipient, along with his institution, of  
12 a major award today. So we're pleased that he's  
13 on the panel. It's perfect. Martin has a PhD in  
14 Interdisciplinary Liberal Studies and Liberal Arts  
15 from Emory University. His research examines the  
16 future of digital scholarship and research library  
17 services. His presentation will focus on FIPNET  
18 and strategies for maximizing the collective  
19 impact model.

20 Bill Sudduth will be our second  
21 speaker. He's Head of Government Information and  
22 Maps at the University of South Carolina. He's the  
23 current Chair of the ASERL Cooperative Federal  
24 Depository Program Steering Committee. Bill will

1 discuss ASERL's Center of Excellence Program and  
2 in particular South Carolina's experience as the  
3 Center of Excellence for the U.S. Department of  
4 Education, and the desire to extend this commitment  
5 to the pre-1979 Office of Education content. He  
6 will also touch on the benefits to selective  
7 depository libraries in the state of this  
8 initiative.

9           Jesse Silva is, well I'm going to quote  
10 this verbatim, "Sometimes experiences déjà vu"  
11 during his second stint as the Librarian for  
12 Federal and State Government Information,  
13 Political Science, Public Policy and Legal Studies  
14 at the University of California, Berkeley.  
15 Previously he worked at the University of North  
16 Texas, U.C. Berkeley Innovative Interfaces, San  
17 Jose State and U.C. Santa Cruz. The topic of  
18 Jesse's talk will be the University of California's  
19 experience during the first year of creating the  
20 federal documents archive, a project that will  
21 result in a shared collection of tangible  
22 government information across the 10 campuses with  
23 electronic access via HathiTrust.

24           The fourth presentation will be David

1 Cismowski, who is the Chief of the State Library  
2 Services Bureau at the California State Library.  
3 He administers the operations of all state library  
4 services in collections, as well as the operations  
5 and collections of the library's regional federal  
6 depository. David's role on this panel is to  
7 compliment Jesse's description of the UC  
8 collaboration since the California State Library  
9 is the regional for the UC depository successive  
10 collaboration within the UC depends on some part  
11 of the UC system partnering with California's  
12 regional.

13 And then rounding out and culminating  
14 actually the set of presentations will be Hallie  
15 Pritchett, who is Head Map in Government  
16 Information Library at the University of Georgia,  
17 and Chair of the Depository Library Council. She  
18 has worked with large academic map collections for  
19 14 years. And Hallie will be speaking about her  
20 work with McGurk to find FIPNET Partners for maps.  
21 So with that I'm going to turn this over to Martin.

22 DR. HALBERT: Is this on? Okay. And  
23 while my slides are coming up, my understanding of  
24 my role on the panel is to serve as something of



1 a bridge between the very inspiring keynote that  
2 we had from Katherine, and relate it now or begin  
3 relating it to the FIPNET proposal. So that's what  
4 I'm going to try and do in seven minutes.

5  
6 So I have three main points just to give  
7 you some framing comments about FIPNET from the  
8 perspective of UNT, a little bit about my thoughts  
9 on applying the collective impact model to FIPNET  
10 and some key issues that we may want to address,  
11 and some suggestions for developing a shared agenda  
12 on FIPNET going forward. So, you know, maybe this  
13 is something that's accepted by everybody in the  
14 room, but I'm going to say it because I think Mary  
15 Alice and the GPO have gotten enough cheap shots  
16 at times that I want to just confirm it from my  
17 perspective, that while we're all agreed I think  
18 in this room that, you know, all types of government  
19 information should be preserved through the FDLR  
20 program, digital information is really at risk.  
21 And I would argue that it's the category that's most  
22 at risk because of the ephemerality of the digital  
23 medium and a whole variety of reasons. That alone  
24 might be I would say sufficient rationale for the

1 creation of the Federal Information Preservation  
2 Network; but I think there are many other reasons,  
3 notably in the area of providing access to that  
4 information that also argued for the FIPNET. And  
5 speaking as a dean and one who has to marshal  
6 resources for these things, it is going to be  
7 challenging. It's a challenging, unfunded new  
8 mission for selected FDLP libraries. Not  
9 selectives, but select the, you know, whoever  
10 participates in this, but I think a critically  
11 important new function and role in the FDLP and one  
12 to take note of in the depository council.

13 So how can we maximize its chances of  
14 success? Well you heard a lot about UNT and, you  
15 know, all the stuff we're involved in in digital  
16 terms. We are the regional hub for all of Texas  
17 for the DPLA; and we have a very large digital  
18 infrastructure and so on. Well, so why were we an  
19 inaugural FIPNET partner and what do we hope we'll  
20 accomplish in it? Well I think it does come back  
21 to a lot of the aims that Katherine highlighted in  
22 her discussion of collective impact. The  
23 collective impact model of course is really an  
24 articulation of the most successful strategies

1 immobilizing non-profit entities toward systemic  
2 change as Katherine said. If you want to go  
3 through more, there are tons out there as Katherine  
4 said about collective impact. This is just an  
5 abridged version of what's in Wikipedia for example  
6 about the five key elements of the collective  
7 impact model.

8  
9 What I've done in this slide, and I  
10 don't know if you can read that back there maybe  
11 you can, is tried to map the five elements of the  
12 collective impact model to the FIPNET proposal.  
13 And I'll spend a little bit of time on this slide  
14 and then leave you with some closing thoughts about  
15 suggestions going forward. Well, you know, common  
16 agenda, well I think FIPNET does build on the  
17 well-established by now FDLP program and agenda set  
18 forth by that. I do think that it will be a  
19 challenge or an issue let's say as we go forward  
20 to cultivate a stronger consensus on the  
21 understanding and the importance of preserving  
22 digital government information and broadening the  
23 program into those spaces. That is still not, you  
24 know, completely understood I think by even all the

1 members of the FDLP what that encompasses. I think  
2 it's, and certainly not as I'm discovering, many  
3 groups outside of the GPL and the FDLP program. A  
4 key part of the collective impact model is this  
5 notion of developing shared measurement systems,  
6 some gauge for how well you are progressing toward  
7 your share of goals. I think that is going to be  
8 again a key element of going forward in FIPNET is  
9 to develop some measures of progress on its agenda.  
10 And my last slide will be about that really.

11 The mutually-reinforcing activities,  
12 well, you know, I think there are very logical ways  
13 that we can build on the FDLP existing library  
14 program activities; but we now need a collaborative  
15 effort to advance our digital infrastructure for  
16 shared and mutual, you know, activities in the  
17 digital arena. Continuous communications, well  
18 certainly there are strong communications in the  
19 FDLP program about sharing information; but  
20 perhaps we could also coordinate with other digital  
21 library efforts. You know, I'm thinking of  
22 groups, I mean we've heard about many of the trusts  
23 that are out there, the Digital Library Federation  
24 and other groups. Backbone organization, well,

1 you know, certainly the council provides a backbone  
2 organization. It may be useful for GPO to have  
3 some connections with some overlapping group of  
4 citizens that can be drawn on for external  
5 advocacy.

6 So a final set of things to leave you  
7 with in this very brief discussion is, you know,  
8 as we've been hearing earlier today, prioritize the  
9 most important areas of government information to  
10 focus on. And what I would add in each of these,  
11 you know, metrics for gauging progress in  
12 preservation of those areas, and to develop some  
13 sense of a progression, a logical progression in  
14 how we move forward on that to identify the most  
15 critical infrastructural elements to build up in  
16 FIPNET. And stages, you know, logical stages for  
17 building up that infrastructure. How do the  
18 different components in it relate? Begin  
19 exploring the access strategies for researching,  
20 how you do research, massive, web, archives that  
21 are coming out of these large digital troves. And  
22 more importantly I would argue, concrete pile-up  
23 projects that collaborators can work on to start  
24 to get our arms around this huge new area that is,

1 you know, largely unfamiliar to a lot of libraries  
2 today.

3 Advocate I would say. Another key  
4 thing is we need to advocate for targeted program  
5 funding to advance these elements in digital  
6 information preservation from key funding  
7 agencies. I've listed some of the usual suspects  
8 there. And finally to incentivize libraries to  
9 undertake this work, you know, think about how we  
10 can motivate and mobilize libraries to take up the  
11 work of the FIPNET in the coming months and years.  
12 So those are my thoughts and I think many of the  
13 other panelists will have lots to add to this. And  
14 I think Chuck you wanted to end this going back to  
15 the model itself. Okay. Over to Mr. Sudduth.

16 MR. SUDDUTH: Okay. Does everybody  
17 hear me? All right. So what I'm going to do is  
18 just give you a little bit of quick introduction  
19 of what we've done in ASERL. Again, as a reminder  
20 ASERL is the Association of Southeastern Research  
21 Libraries; and within the Federal Depository  
22 Library program that area encompasses 25 percent  
23 of the regionals and 25 percent of the selected  
24 depositories in the whole program.

1           The ASERL project is actually nine  
2 years old this year, next year is 10 years. So  
3 we're starting to do a little bit of, not a little  
4 bit a lot of self-assessment and where we're going  
5 from here.

6           The main backbone of the Collaborative  
7 Federal Depository Program is the concept of  
8 becoming a center of excellence; and the center of  
9 excellence concept came about when again remember  
10 nine years ago we were talking about trying to  
11 identify the complete collection, what is the  
12 complete collection? And several of us said, you  
13 know, that's an awful lot. That's an awful big  
14 bite to try to take. One library, two libraries,  
15 what is it that you need to have a national  
16 collection? What is the national collection and  
17 identifying that?

18           So what came about was that well why not  
19 have each, or a library taken area that was of  
20 interest, was key to their institution, and build  
21 a collection that was relevant to that institution  
22 and that you could justify because you knew that  
23 it was going to be used? We applied for a grant.  
24 We had the three original partners, University of

1 Kentucky did the --- uh oh, blind, oh come back,  
2 go ahead.

3 DR. SKINNER: Federal Works.

4 MR. SUDDUTH: Federal Works Progress  
5 Administration, WPA, which is an agency that was  
6 defunct. University of Florida took a different  
7 approach. They took a topical approach. They  
8 said we're going to do everything that is the Panama  
9 Canal. And I took what I thought at the time was  
10 going to be the easy thing was the United States  
11 Department of Education because that wasn't  
12 created until 1979. There should be cataloging  
13 for it. It should be easy to identify things. And  
14 really in hindsight it wasn't all that difficult.  
15 It was just the idea of taking a whole cabinet-level  
16 agency was the other important aspect of that.

17 So what is it to be a COE? And this is  
18 from our ASERL page. I apologize. I don't have  
19 slides. I lost about a week of work about a week  
20 ago because we had a little too much rain one night.  
21 Huh?

22 DR. SKINNER: Digital preservation?

23 MR. SUDDUTH: I was in there the night  
24 before the bad rain came down and everything was



1 covered. I didn't lose a thing. So again the idea  
2 is the inventory, the holdings within the small  
3 framework to create a system where you could  
4 support the other centers of excellence by  
5 providing cataloguing records, come up with a way  
6 to fulfill the gaps within your collection.  
7 Important part, develop an expertise to facilitate  
8 the use of that collection. I think I heard that  
9 earlier today was that one of the goals of FIPNET  
10 would be that you have local experts that can  
11 provide a national service. And that's where we  
12 had that same idea nine years ago.

13 Facilitate, access to these  
14 collections through interlibrary loan. What I  
15 always try to tell people is that this did not start  
16 out as a digitization project. This started out  
17 as a project for the tangible collections, the  
18 historic collections and the current collections  
19 and then the facilitated cooperative training. To  
20 date we have 38 centers of excellence.  
21 Twenty-seven of these are in selected depository  
22 libraries. Six of the COE's are non-ASERL  
23 members. We have five cabinet levels are covered,  
24 227 SuDocs classification areas and publications

1 from 13 agencies are being archived by a second COE.  
2 So it's not just a one off; we've got partners.  
3 We've got multiple partners in some of these areas.

4 What helps us accomplish this is the  
5 database, the disposition database that we have  
6 created. In 2014-2015, 312,000 documents were  
7 offered up by depository libraries in the southeast  
8 alone for discard. Because of the database over  
9 20,000 of these were claimed by other libraries.  
10 So I've got two minutes left? Oh gosh! All right.

11 So let me just quickly skip to the  
12 University of South Carolina's experience as a  
13 regional. It has been fantastic because that  
14 actually had three selectives who have been able  
15 to build their collections. It has given two  
16 larger collections a chance to weed their  
17 collections in a more managed way; and whatever is  
18 being discarded is on this list. We are currently  
19 looking for 380 items from the Department of  
20 Education; and without having completely signed an  
21 MOU for the older materials. The Office of  
22 Education in the process has gone back through the  
23 monthly catalog and wanted to find out what a  
24 historic collection, what is the national

1 collection? And having looked at the 1943 to 1973  
2 monthly catalog, which is when the black dot  
3 started, if you want to hear more about the black  
4 dot I learned a lot about that, there are 6343  
5 entries under the Office of Education for those  
6 years. Only 3,008 were distributed to depository  
7 libraries.

8           So we need to get beyond the national  
9 collection being just what is distributed to us.  
10 The national collection, and it's more than what  
11 is in that monthly catalog, but this is an example  
12 of the national collection as not just our  
13 depository collections. I'll wrap it up there.

14           MR. SILVA: Can you hear me? Okay.  
15 So I'm going to give you guys a little bit of  
16 background, a high level background of what the  
17 University of California is doing, talk about our  
18 ultimate goal in our project, a little bit about  
19 how we're actually getting there, what's working  
20 for us and what are some of the issues that we've  
21 encountered in the last year.

22           So the high level background is the  
23 University of California is a large library system  
24 spread across 10 campuses with many duplicate

1 holdings of federal documents some stretching back  
2 to the founding of the nation. After taking a  
3 holistic look at the collection in 2013-2014, UC  
4 decided that we do not need this level of  
5 duplication across the 10 campuses. U.S.  
6 documents are almost always free of copyright; so  
7 they are an excellent candidate for digitization.  
8 So this presented an opportunity for us to explore.

9           So our goal is to create a print and  
10 digital archive of all the U.S. documents received  
11 by the UC system to be shared across the system with  
12 one paper document and one digital equivalent  
13 access via HathiTrust. This will ensure anyone  
14 who visits a UC library will be able to access any  
15 of the documents designated as part of FedDoc Arc,  
16 that's what we're calling it FedDoc Arc, either  
17 digitally or in print. It will also expand access  
18 because tangible copies currently only available  
19 at one campus will be able to be viewed online by  
20 anyone or requested from the archive if a print copy  
21 is needed. There is still a lot of work to be done  
22 in this big project; but this is our ultimate goal.

23           So how are we getting to his point?  
24 We're doing four phases of work. We're in the

1 first phase, which is 2015 to 2017, and this is to  
2 identify the duplicates amongst the approximately  
3 218,000 documents already housed in our off-site  
4 regional storage facilities, one in the north,  
5 NRLF, one in the south, SRLF. We're resolving  
6 issues and establishing work flows, developing  
7 assessment metrics and identifying any kind of  
8 potential costs. Again this is the phase we are  
9 in now. Phase Two, which we started in the summer  
10 of 2015, is to ensure that there is at least one  
11 print copy of a document that corresponds to a  
12 digitized version in Hathi. Paper documents may  
13 be destructively scanned or offered to other FDLR  
14 libraries in California. In cases where there is  
15 no duplicate and no digital equivalent, the  
16 document will be non-destructively scanned and we  
17 will be able to retain the paper copy. We started  
18 this again in 2015 this summer.

19 Phase Three is to identify the  
20 duplicates housed on the individual campuses.  
21 Each campus will be allowed to designate documents  
22 needed for the archive or to retain them on campus.  
23 Items in the archive may be housed at a regional  
24 library facility or at a UC campus following our

1 already policy for shared print in place and a  
2 shared housing agreement filed with the GPO this  
3 past spring. No UC library will drop out of the  
4 FLDP, but some campuses may choose to reduce their  
5 collections by contributing to FedDoc Arc or  
6 offering duplicate publications at a later date.  
7 Since documents are vital to academic research and  
8 similar subjects are taught at almost all UC's,  
9 some level of duplication across the campuses is  
10 evidently to remain. And this is something that  
11 we're going to be starting later next year.

12 Phase Four is continuing the  
13 acquisition of documents and adding them to the  
14 FedDoc Arc as we move forward. And so this is how  
15 we are planning this thing. So far we've been  
16 doing this for about a year and we've discovered  
17 a few things that have worked and some things that  
18 haven't. So one thing that has worked is UC has  
19 a very strong shared infrastructure. The campuses  
20 rely on each other for ILL. We have policies  
21 across the system, like share print in place where  
22 an item can be deemed shared and housed at campus;  
23 but it's shared across the system. We have a  
24 sistery of system-wide collection development

1 initiatives, all kinds of other things where we  
2 work together. The Council of University  
3 Librarians, which is made up of all the university  
4 librarians across the system, has made this their  
5 top priority for fiscal year 2015-2016. We share  
6 off-site regional storage facilities; and they're  
7 administrated by two campuses. So these are  
8 things that we've shared.

9 At UC I'm very fortunate to have strong  
10 working relationships with my other UC librarian  
11 colleagues in the documents world. This is built  
12 on discussions of collection development over the  
13 years, reference questions, making proposals for  
14 large acquisitions that are then shared across a  
15 system. Some of the work for identifying some of  
16 these duplicates was actually shared amongst a  
17 small group of volunteers amongst my UC colleagues  
18 who looked at duplication of serials in the AERLS.  
19 We also have a strong working relationship with our  
20 regional, the California State Library; and  
21 David's going to talk more about that in his talk.  
22 Like I said we also have the shared housing  
23 agreement with GPO. We worked on that to get that  
24 taken care of. And UC as a system has agreed to

1 press Hathi on opening up full access to documents.  
2 This is a commitment that we've made in all of our,  
3 every report that has come out about this, this is  
4 in there. Hathi has a board of governors. We have  
5 a member who sits on the board of governors.

6  
7 So what hasn't really worked for us,  
8 catalog records inconsistencies. One example I  
9 would like to share is in doing some of the  
10 duplication checking we discovered that the  
11 northern campuses and the southern campuses used  
12 different enumerations for serials and serial-like  
13 items. Northern campuses used volume and issues;  
14 and southern campuses used month and date and vice  
15 versa. There's no pattern to this. It's just  
16 randomly around there. A colleague of mine and I  
17 have spent about three days resolving 6,500 titles  
18 with these inconsistencies; and we still have a  
19 dozen left to resolve. Technical issues, again  
20 cataloging issues, but then there's another issue  
21 that has come up and I think this relates to  
22 something that Katherine talked about earlier is  
23 there's some outside concern that I would  
24 categorize as bordering on fear. And it seems that



1 I think other institutions that have tried to do  
2 something like this have faced these same questions  
3 and fear when it comes to this. And I think if we  
4 as a community are going to be innovative and try  
5 different ways and think of these things in  
6 different ways, and try to handle our collections  
7 in different ways, I think we need to be more open  
8 and not as fearful and not as questioning. Well  
9 questioning, I think questioning is okay; but not  
10 fearful of new initiatives and things that may  
11 work. What's working for UC may not work for  
12 everyone, but it doesn't mean that it has to be the  
13 model. Try something different within your local  
14 community. Thank you.

15 MR. CISMOWSKI: I'm Dave Cismowski and  
16 I'm with the California State Library, which is  
17 California's regional library. When I was the  
18 regional coordinator at the library I looked into  
19 some of the history of the University of  
20 California's participation in the FDLP. The first  
21 library to join the program was the Berkeley  
22 campus. At that time the Berkeley campus was the  
23 only campus of the University of California; and  
24 it was designated as a land grant institution.

1 Later when other campuses were established, they  
2 also joined the program as separate FDLP depository  
3 libraries, even though they were part of one  
4 university. My theory is that they joined because  
5 number one, there was prestige in becoming a  
6 depository library; and number two, they wanted the  
7 documents. Now up until about 10 years ago there  
8 were nine campuses of the University of California.  
9 Then a 10th campus joined about 10 years ago, UC  
10 Merced. Now I was early on in discussions with the  
11 library administration at the new campus. They  
12 made it very clear to me that they did not want to  
13 become a traditional depository. In fact, their  
14 entire library has very few books in it. It's  
15 mostly electronic. And so they did join the  
16 program. They were designated as a representative  
17 depository, meaning their congress person  
18 designated them, but they select very little in  
19 tangible format. So I started thinking if the 10  
20 UC campuses were joining the program today for the  
21 first time would all 10 campuses want to be  
22 depositories? Maybe only one would want to, maybe  
23 it would be the president's office that would be  
24 the depository library; and they probably would

1       only select one copy of each tangible document if  
2       they were doing it today.

3               So as an administrator at the state  
4       library I always try to look at the best possible  
5       outcome that you can get with the resources that  
6       you have and the situation that you have that's  
7       facing you, the reality that's facing you today.  
8       So given that mindset years ago I was at a  
9       depository conference here and one of the UC  
10      depository coordinators came up to me and said do  
11      you realize that there's talk in the university of  
12      some campuses dropping out of the program. And I  
13      said no I didn't realize that. And so we had a  
14      little bit more discussion and then after a while  
15      this plan came up that, I still don't know exactly  
16      the genesis of it, but it basically was we are going  
17      to do this. So we have always had a very close  
18      relationship with the UC campuses because they do  
19      a tremendous amount of community outreach and  
20      public programming; and they're an academic  
21      depository system that is very connected with their  
22      communities, the public, not just their own faculty  
23      and students.

24               So I definitely wanted to keep them all

1 in this program; and so Tammy Zielinski and I, Tammy  
2 is the new Regional Coordinator at the library,  
3 decided we were going to make this work. And our  
4 state librarian weighed in on it and was very  
5 supportive of their plan as well. And so we've  
6 attempted to streamline as much as we can the  
7 discard policies that we have, realizing that  
8 flexibility is going to be the key to keeping these  
9 libraries in the system, keeping them strong and  
10 keeping them involved in their communities so that  
11 they can provide the public government information  
12 services that the residents of the communities that  
13 they're embedded in deserve and depend on.

14 So we really have no problem with them  
15 discarding all but one copy of most publications.  
16 We certainly want to make sure as a regional that  
17 the citizens of California, the residents of  
18 California have robust access to government  
19 service. But when you think about the type of  
20 publications that the campuses are going to be  
21 withdrawing, realizing that many campuses are  
22 going to keep multiple copies of publications, it's  
23 going to be the pamphlets. It's going to be the,  
24 you know, the hiking guides to some state park or

1 federal park in Michigan. And those are very  
2 important to the residents of Michigan, but not so  
3 much to Californians. So we are very supportive  
4 of this and we hope that it will be successful and  
5 that you can work out your cataloging kinks and  
6 continue to work with us as partners in change that  
7 is inevitable in California so that we have the best  
8 possible outcome.

9 MS. PRITCHETT: I'm Hallie Pritchett  
10 from the University of Georgia and I'm going to talk  
11 about maps. While maps have long been part of  
12 libraries in the FDLP, academic map libraries and  
13 collections are a post-World War II phenomenon.  
14 After the war, the Army Map Service deposited  
15 hundreds of thousands of World War II surplus maps,  
16 as well as maps captured from Nazi Germany and  
17 Imperial Japan in academic libraries throughout  
18 the country. These maps, along with those  
19 deposited by the FDLP and the U.S. Geological  
20 Survey became the core of some of today's largest  
21 academic map collections. Like other government  
22 information, in recent years maps have  
23 increasingly been published in electronic format  
24 only. The most recent example is nautical charts,

1 which as of April of this year are no longer being  
2 published in print.

3 In 2011 the U.S. Geological Survey  
4 started a project, which has since been completed,  
5 to scan all of their one to 250,000 scale and larger  
6 topographic maps published between 1884 and 2006.  
7 This made approximately 200,000 topographic maps  
8 complete with Federal Geographic Data Committee  
9 compliant metadata publicly accessible and  
10 downloadable, a tremendous benefit to researchers.  
11 However, an unintended consequence of this project  
12 is that because these maps are now readily  
13 available online, depository libraries across the  
14 country have been weeding substantial portions if  
15 not the entirety of their U.S. geotopographic map  
16 collections.

17 With this in mind, earlier this year GPO  
18 expressed concern about whether or not regionals  
19 in particular intended to seek superseded maps or  
20 at least keep the latest print addition of a map  
21 series that is now published electronically. In  
22 reality while many if not most of the largest  
23 academic map libraries and collections in the  
24 country are federal depository libraries, many of

1       them are not affiliated with regionals. So the  
2       question is not whether or not any of the regionals  
3       plan to retain superseded maps; but instead which  
4       map libraries and collections retain and will  
5       continue to retain various editions of paper maps  
6       produced by the federal government.

7               The American Library Association Map  
8       and Geospatial Information Round Table, better  
9       known as MAGIRT, and of which I am a past chair,  
10      has produced three editions of its guide to U.S.  
11      map resources since 1985, with the most recent  
12      edition published in 2006. The guide is intended  
13      to be a comprehensive listing of all map  
14      collections and their holdings large and small in  
15      all types of libraries and similar institutions  
16      throughout the United States. MAGIRT is in the  
17      early stages of planning a fourth edition of the  
18      guide, which will be an online version. As they  
19      were looking for a way to bring focus to their  
20      project and GPO wants to know which libraries are  
21      retaining paper maps, this seemed like a perfect  
22      opportunity for a partnership. In the coming  
23      months MAGIRT plans to conduct an initial survey  
24      of depository libraries to determine the extent of

1 their map holdings as well as their retention  
2 policies. The results of this and other surveys  
3 that will build the online edition of the guide to  
4 U.S. map resources will help GPO identify potential  
5 FITNET partners who specialize in maps.

6 Along with my colleague Carol  
7 McAuliffe, Head of the Map and Energy Library at  
8 the University of Florida, sorry, long day, I will  
9 be leaving a council session at 10:30 tomorrow  
10 morning entitled "Mapping the Nation and Beyond:  
11 Maps from the Federal Government." I'll go into  
12 further detail about the types of maps distributed  
13 through the FDLP and other depository programs,  
14 discuss the pros and cons of online versus paper  
15 maps and make the case for retaining and preserving  
16 paper maps. Carol will talk about the specifics  
17 of the Guide to U.S. Map Resources project. I hope  
18 many of you can join us. If not, as all council  
19 sessions will be recorded, you can listen to our  
20 session and look at our slides at a later date.

21 MR. ECKMAN: There we go. Okay. So  
22 --- sorry for that. Each of our speakers has given  
23 a very great synopsis in seven minutes, our  
24 allotted time. I know they each had much more to



1 share; but I thought they did a tremendous job of  
2 incorporating it in that time frame. So maybe we  
3 can give them all a round of applause?

4 (Applause.)

5 MR. ECKMAN: So there was a  
6 pre-selected question that the panel had agreed to,  
7 and that question really was oriented around taking  
8 what they had been thinking about as they were  
9 working on their projects, and in light of what  
10 they've learned and what they've learned from  
11 similar projects. How do we take this to the next  
12 level? That is, how do we think about  
13 collaborating at scale and making it sustainable  
14 in terms of the preservation of federal  
15 information? And I don't know if it's possible,  
16 but there was one of the slides from Martin that  
17 I thought might --- is this it?

18 DR. HALBERT: It's up. Yeah.

19 MR. ECKMAN: Because there was one where  
20 you had actually specific ideas, the next steps.

21 DR. HALBERT: Called the next steps.

22 DR. SKINNER: Yeah, the next steps.  
23 It's the next slide down.

24 DR. ECKMAN: Well I think that was in,

1       yeah, it was the next slide down. It was actually  
2       this, yeah. So that, so I think that's the  
3       question I want to pose to the panel and I'd be  
4       interested in --- So I will turn this over to the  
5       panel and let anyone who wishes to start.

6               MR. SUDDUTH: All right there we go.  
7       As I said we've been in this project for nine years.  
8       I think we've got good participation. You always  
9       want more participants. One way to do that would  
10      be to broaden the participation to outside of  
11      ASERL; and we have discussions about that. But  
12      actually what hit me when this slide came up is your  
13      fifth one. And the idea is to incentivize  
14      libraries to undertake this work, and that when we  
15      developed this project the incentive was for  
16      institutions to choose an agency, to choose a  
17      subject area that was relevant to their locality.  
18      And the concept of expertise wasn't going to be this  
19      huge hurdle. You know what parts of your  
20      collection are used more than others. I'm not in  
21      Agriculture school. So I wouldn't dare take on the  
22      Department of Agriculture. I have an interest in  
23      weather. I might, you know, take on NOAA; but  
24      there's someone else out there whose got not only

1 the depository collections but the other  
2 collections that support this.

3 So the idea is to incentivize that  
4 institution to see what part of that collection is;  
5 and then you get enough institutions buying in,  
6 you've consumed the elephant. You've taken those  
7 small bites and you've got yourself a national  
8 collection. And you can call it one level, whether  
9 it's the national collection that has been  
10 distributed or whether it's the national  
11 collection as defined by everything in the monthly  
12 catalog, or whether it's the national collection  
13 of government information. Don't worry about  
14 those concentric rings just start doing it.

15 DR. HALBERT: I guess my challenge or  
16 my observation, and I often, you know, my staff are  
17 probably sick of hearing me talk about this, but  
18 it's to develop smart goals around this. Smart  
19 being this acronym famous from business; you know,  
20 specific, measureable, attainable, the "R" gets  
21 either rational, realistic, there's various  
22 things, and then "T" is timed. You know, because  
23 without some specificity to these aims I think we  
24 run the risk of being in broad agreement but a sort

1 of a nebulous agreement, and one that perhaps  
2 flounders around and does some good things but we  
3 don't know exactly where we're going or exactly  
4 when we're trying to attain what goals.

5 So I would encourage us as a community  
6 to start thinking about, you know, trying to give  
7 ourselves some, you know, they don't have to be  
8 wildly overambitious goals, but just some  
9 specifics of what we think success would look like  
10 and when we are trying to accomplish it so we can  
11 keep ourselves on track. And more importantly  
12 know when we're moving forward. And I think it's  
13 okay if you're stalled; but just you need to know  
14 when you're stalled or you can't get unstalled. So  
15 I think if there's an overall message that I have  
16 it's that we need to think in those terms, at least  
17 I've found that useful in our own strategic  
18 planning efforts.

19 MS. PRITCHETT: I want to piggyback on  
20 what Bill said to an extent. I certainly agree  
21 that you find the libraries that are doing what they  
22 do well and focus on that, because of course they  
23 have the expertise there. This is where I see the  
24 MAGIRT plan to help identify FIPNET partners

1       succeeding, is because they're expanding on  
2       something that they've already done for years.  
3       They've already had a guide to U.S. map resources  
4       that existed in paper. It was time to redo it  
5       again. It just so happened that this was  
6       coinciding with GPO's asking questions about map  
7       collections. So who better to go to than MAGIRT,  
8       the specialists in maps, who will be able to  
9       identify who is holding what and be able to make  
10      the connections or help GPO make the connections?

11               The other thing I'd like to emphasize  
12      is that it really doesn't matter how big or small  
13      your project is. There's something everyone can  
14      do; and sometimes libraries seem to think they have  
15      to take on an enormous amount of work or an enormous  
16      amount of responsibility but that really isn't the  
17      case. I mean even the smallest libraries can do  
18      some cataloging or commit to retaining a small  
19      portion of a part of the collection. So there  
20      really is something for everyone; and I'd like to  
21      see that emphasized quite a bit more.

22               MR. SILVA: That's exactly what I was  
23      going to say, start small, don't be afraid of trying  
24      something; and if it doesn't work try something

1 different, modify it, take what you learned from  
2 what didn't work, what failed and see if you can  
3 move forward in a different way. In doing some of  
4 these records comparisons we've had to run some of  
5 these lists several times in order to figure out  
6 what data we need in order to compare duplicates.  
7 And in some cases it took a month to get this process  
8 going through; but it was a month of trial and error  
9 so that we knew that when we got to that point it  
10 was going to be as good as it was going to be.

11 MR. CISMOWSKI: One of the things that  
12 Bill said about the ASERL project and how one of  
13 the key factors is you pick collections to house  
14 that are part of your institution's educational  
15 mission, and I think the point that he's making  
16 there is a point that can be generalized to  
17 depositories of all kinds. I know that when I was  
18 the regional coordinator in California I would go  
19 to public libraries and I would look at their  
20 tangible documents collection, which was either in  
21 the basement or on an island which I used to call  
22 the SuDoc island you know. And I would say to the  
23 coordinator, you're running a risk here because  
24 you're not integrating the SuDoc island with the

1 mainland.

2           While there are limits to that  
3 island/mainland analogy, I think there's a lot of  
4 truth there that one of the problems that we face  
5 in this program is the decision makers look upon  
6 this program as being superfluous and the  
7 collections as being superfluous because they  
8 don't understand the importance of government  
9 information to all research, that it's the basic  
10 building block of all history, of all secondary  
11 research, just about in every area because of the  
12 extreme interdisciplinary nature of government  
13 information. And so if we can combine, you know,  
14 specific disciplinary areas in individual  
15 institutions with a more general  
16 consciousness-raising perhaps, maybe I'm being too  
17 idealistic that this could ever happen I don't  
18 know, but consciousness-raising of the importance  
19 of government information to everything that an  
20 academic library does, to everything that a law  
21 library does, to everything that a public library  
22 does maybe we would get somewhere.

23           MS. PRITCHETT: I've been asked to  
24 remind our panelists to state their names when they

1 speak for the people who are attending virtually  
2 who can't see what we look like. And this was  
3 Hallie Pritchett by the way.

4 MR. CISMOWSKI: This was David  
5 Cismowski.

6 MR. ECKMAN: Thanks, David. Thanks,  
7 Hallie. So here is an opportunity for the panel  
8 to have a back and forth a bit if you wish; and I  
9 want to invite in particular Katherine not to feel  
10 excluded from this opportunity since we're really  
11 getting at some of the things that she brought up  
12 in her excellent talk earlier. You're taking  
13 notes, okay. So any back and forth or any other  
14 thoughts that came up?

15 DR. HALBERT: I would also like to hear  
16 from the people in the audience.

17 MS. PRITCHETT: That's Martin.

18 DR. HALBERT: I mean I think this is not  
19 a conversation just between us it's all of us in  
20 the room. Is that okay if we bring them into the  
21 conversation?

22 MS. PRITCHETT: Um-hum.

23

24 MR. SUDDUTH: And while anybody ---



1 this is Bill Sudduth, University of South Carolina  
2 -- while anybody's thinking about coming up and  
3 asking a question, I think as we in ASERL have been  
4 talking about coming up to our 10th year what we  
5 need to do better. From the presentation earlier  
6 from Katherine it's like it hit me that the  
7 continuous communication. It doesn't sound as  
8 important as the other five; but the more I think  
9 about it I think that's the most important,  
10 particularly when you're in a collaborative  
11 project. You share your failures. You celebrate  
12 your successes and that generates the energy. I  
13 think if the one thing I would take from here is  
14 that's what we probably need to do better, because  
15 that's how you create your stories. I'm thinking  
16 about this and having then the meeting in June, I've  
17 had several epiphanies and one of them is we need  
18 to stop this electronic versus paper you know.  
19 They're both important. Some people, those who  
20 find the paper the legacy collections, hey, you can  
21 get on the train too. At the same time say thank  
22 you to the folks who got the staff, the skills, the  
23 resources to save that electronic information at  
24 the same time. And I guess it just kind of hit me

1 or maybe I just got tired of people butting heads  
2 over this. It's all government information and it's  
3 all our government's information. And the future  
4 isn't going to care whether it was paper once or  
5 it was only electronic ever. They're just going  
6 to want to have access to it because it's not only  
7 the current stuff it's the historical perspective  
8 that we need to have. We just suffered an event in  
9 South Carolina. Each day it becomes history, but  
10 50 hundred years from now when it rains again 15  
11 inches, where's that information that was  
12 generated week before last? Where is that going?  
13 Whether it's in a printed report or whether it's  
14 aerial photography it's all government  
15 information.

16 MR. ECKMAN: This is Chuck Eckman of  
17 Miami. We have a question from the virtual  
18 audience or response.

19 MS. DAHLEN: We have a question from  
20 Laurie Smith. Do we have a mission statement for  
21 FIPNET? If so what is it?

22 MS. ETKIN: This is Cindy Etkin of GPO.  
23 Thanks Laurie for your question. The broader  
24 vision is to ensure access to government

1 information for future generations. That's the  
2 big overarching vision and the main goal that we  
3 want. Now there are a whole lot of other goals in  
4 between to get us to that point, but that's the big  
5 overarching goal. When I talked earlier, I don't  
6 know if you were on the session or not, about the  
7 national collection versus the federal depository  
8 library collection; and Bill alluded to some of  
9 that in what he was talking about.

10 MR. ECKMAN: Are there other questions  
11 from the audience or suggestions on what it would  
12 take to get to this sustainable and collaborative  
13 model at scale?

14 MS. SANDBERG: Elaine Sandberg, I'm  
15 with the State Library in South Carolina. I'm not  
16 used to doing this kind of thing; so my question  
17 might be, it might be very easy to answer. It's  
18 just something that I had on my mind; but I'm under  
19 the jurisdiction of Bill Sudduth and ASERL. And  
20 it has helped tremendously in our weeding progress.  
21 I was faced about two years ago with a library  
22 administration that merged two buildings,  
23 including something like three quarters of a  
24 million talking book tapes into one building which

1 had been our building for our library collection.  
2 And their thought was, you know, we're not going  
3 to be a depository anymore. And so I was faced with  
4 that and I said well how about if I just weed, you  
5 know, a whole lot. And so Bill's idea has really  
6 helped. But he also has mentioned the idea of the  
7 expertise. And I was wondering if there is a  
8 thought of having a combined catalog of all of these  
9 government documents in the various places that are  
10 expertise so you would know what library is an  
11 expertise and has a collection of a small something  
12 like that?

13 MS. ETKIN: A union catalog.

14 MR. SUDDUTH: Again this is Bill  
15 Sudduth, University of South Carolina, and I'm not  
16 going to respond directly to Elaine. Again,  
17 within ASERL the idea was that the expertise  
18 selected your COE, your center of excellence. So  
19 you already had the beginnings of that; but yes the  
20 idea of having a national list of expertise would  
21 be nice. I think that we've talked about that in  
22 the past. Expertise can be derived in many  
23 different ways though too. It's either your  
24 background and academic background in working with

1 particular types of collections. You know when I  
2 have a real map question I would call Hallie or I  
3 would call one of the people who I know works  
4 extensively with maps.

5 But again the idea of the center of  
6 excellence is that there's the opportunity to  
7 develop an expertise. There's that here's a  
8 reason to stay in the federal depository library  
9 program. Here's a way to invigorate your staff,  
10 new staff, new depository librarians. Here's this  
11 great vast ocean of information and pick your  
12 expertise and become part of this community that  
13 others can rely upon. So that's where I would go  
14 from there.

15 MS. ETKIN: Cindy Etkin, GPO. Since  
16 we're talking about expertise, I just want to put  
17 another plug in for GIO, Government Information  
18 Online and Ask a Librarian where many of you are  
19 probably participating in that and providing  
20 reference service to anyone who has a question.  
21 But let me go back to the question about a union  
22 catalog. And we actually have been talking about  
23 the need for a union catalog. We've been working  
24 very hard. You hear us meeting after meeting

1 talking about the amount of cataloging and the  
2 amount of transcribing of our shelf list; but  
3 that's only what we at GPO know and what we've had  
4 in the monthly catalog.

5 One of the things that has been a real  
6 change with the electronic environment is that for  
7 so many years you all have had the collections and  
8 everyone had their catalog. And now as we're  
9 looking at a more collaborative environment we're  
10 absolutely considering something like a national  
11 union catalog. And we're going to have to move in  
12 that direction. We're going to have to have an  
13 inventory of holdings, particularly with the  
14 regionals, as we move forward with the discard  
15 policy. And we ensure that the conditions met by  
16 the JCP are indeed met by the implementation of the  
17 program. So we have thought about that. We  
18 haven't really been able to figure out exactly how  
19 it's going to work; but I'm going to talk a little  
20 bit about that tomorrow in the discard session.

21  
22 MR. SUDDUTH: This is Bill Sudduth,  
23 University of South Carolina, and I applaud the  
24 attempt to have a national union catalog. There's

1 probably somebody out there in the audience that  
2 I said I don't think it's ever possible, because  
3 just with the Department of Education stuff, I'm  
4 not saying don't try, but you've got a tall, it's  
5 a high hill to climb. But hey, Sir Edmund Hillary  
6 looked at Mount Everest and said I'm going to do  
7 it and he did it; but from 1943 to 1973 there are  
8 6,343 entries just for the Office of Education.  
9 And only 3,008 were distributed to the depository  
10 libraries. So you've got to broaden, it's  
11 achievable if we broaden our information gathering  
12 outside of just ourselves. We need to involve  
13 those expert libraries. We need to be able to see  
14 what the National Education Library has, what they  
15 have to offer. That's just in this case. The same  
16 would be going back and saying we want to be able  
17 to provide access to our nation's government  
18 information. We're going to have to go back to the  
19 agencies, or what agencies still have collections  
20 that we can work with?

21 So I don't want to rain on the parade,  
22 I'm just saying it's going to be a long march up  
23 the hill. I would love just to do, just to get the  
24 Department of Education. I would think that's

1 something that should be celebrated and achieved;  
2 and I would challenge any other agency to try to  
3 go after those non-depository items.

4 MS. ETKIN: You're stuck on a rain  
5 thing, Bill; but that's okay. That's okay. I'm  
6 not going to let you rain on my parade.

7 MR. SUDDUTH: You mean the flood of  
8 ideas I have?

9 MS. ETKIN: Yeah. That's it. That's  
10 it. That's it keep it coming. That's exactly  
11 what we have in mind when I was talking earlier  
12 about the Agency Liaison Program. It's not only  
13 getting new content into the program and making it  
14 accessible, but helping them identify the  
15 information products that they have from their past  
16 that may at one time they thought weren't of any  
17 use or whatever so they didn't distribute them,  
18 didn't want them distributed. Or it may be that  
19 they were never printed at GPO and, you know, but  
20 there's a lot of awareness now, particularly with  
21 the national libraries and other federal agencies  
22 about this; and one of the big things again we're  
23 working on is the Federal Library Bibliographic  
24 Analysis. And that's going to be at least a first



1 step in trying to get a foothold on that and start  
2 climbing that mountain. I know it's a tough task  
3 and will be a long task but not impossible.

4 MS. BAISH: Thank you, Cynthia. Mary  
5 Alice Baish, and I just wanted to add one thing to  
6 that. Earlier today Cindy talked about the  
7 collaborative work we're doing on cataloging  
8 records with the Library of Congress and other  
9 federal agencies. And when I read through the  
10 registration list last night, Bill, I noticed that  
11 there were at least I believe four librarians who  
12 have registered for this conference from the  
13 Department of Education. So I would take a look  
14 at those names and go around and try to find where  
15 they are. I was also thrilled that we have so many  
16 agencies attending this conference, more than I  
17 ever recall. And this is a wonderful opportunity  
18 for those of you who are interested in the  
19 particular agency's publication to make those  
20 kinds of connections. So thank you.

21 MR. ECKMAN: We have one questioner who  
22 has been waiting patiently for a while.

23 MS. LASTER: Shari Laster, University  
24 of California, Santa Barbara. So I have, this has

1       been a great overview of a lot of really exciting  
2       collaborative initiatives that fits in well with  
3       the kinds of things that we're discussing at this  
4       conference. I do notice that there's a little bit  
5       of a disconnect in that we're talking about these  
6       projects and then we're talking about FIPNET as  
7       this concept; and right now FIPNET has one  
8       officially signed on partner. Congratulations  
9       UNT. So my question is a two-part question for GPO  
10      and then perhaps others might want to weigh in. So  
11      I was wondering if you would talk a little bit first  
12      about the process you're using to recruit partners  
13      for FIPNET to officially sign on to the program.  
14      And the other part is how are you thinking about  
15      understanding and to some extent possibly relying  
16      on the work of libraries or organizations that may  
17      not at least at this time be willing or able to sign  
18      on to FIPNET as official partners?

19

20                   MS. BAISH:       Thank you for your  
21      question, Shari, as always. Developing the  
22      partnership with the University of North Texas was  
23      really actually pretty easy. UNT was one of the,  
24      who remembers those gateway libraries when

1 actually after the enactment of the GPO Access Act  
2 GPO charged fees? Do you remember that for GPO  
3 access? Who remembers those gateway libraries who  
4 stepped in? All right, raise your hand. Okay.  
5 So we've got some old timers here. Thank you. UNT  
6 was one of those gateways. When they created the  
7 CyberCemetery GPO and UNT back in 1997 had a  
8 partnership for the CyberCemetery. Since I've  
9 been at GPO not quite five years we've actually  
10 updated that partnership twice. So it's a  
11 longstanding history of official letters of  
12 agreements between the U.S. government publishing  
13 office and UNT. And the most recent agreement  
14 really making them a FIPNET partner was changing  
15 language in the earlier agreement where they took  
16 responsibility to provide permanent public access  
17 to the government information in the UNT digital  
18 library to the FIPNET one where we changed that to  
19 say that they were willing to take responsibility  
20 for preserving the federal information in the UNT  
21 digital library. So that was sort of a natural  
22 development from the past; but we are looking for  
23 other FIPNET partners. We're looking for tangible  
24 collections that might have been held in a library

1 in which the public could not go and sort of, you  
2 know, browse through and walk off with something.  
3 You need to know what these collections are; and  
4 we're just beginning this process. And I'm really  
5 appreciative to everybody on the panel and to Chuck  
6 as well to sort of bring out some of these issues  
7 with you.

8           What we're trying to do with FIPNET is  
9 leverage what depository libraries are already  
10 doing that we don't even know about, whether it's  
11 cataloging a particular collection or digitizing  
12 that collection, or trying to as the ASERL  
13 libraries are, build that comprehensive, tangible  
14 collection. You all are doing some marvelous  
15 things. We have no idea what you're doing; and we  
16 want to leverage your efforts and where you're  
17 putting your funding into part of this wonderful,  
18 national partnership if you will. And we do  
19 understand that not every library is going to be  
20 able to participate; but as I've always said the  
21 more the merrier. Thank you.

22           DR. HALBERT: If I can add something to  
23 that, this is Martin from UNT, and yeah we would  
24 like some company. You know, and I thank you for

1 the comment because it's hugely my comment that  
2 it's a false dichotomy to invoke to differentiate  
3 the digital from the print; but let me also add that  
4 as we have lots and lots of conversations about  
5 tangible collections and print items, and there are  
6 relatively few about the large and daunting task  
7 of organizing this mass, this ocean of digital  
8 stuff, you know occasionally I feel like some kind  
9 of cranky little electrical version of the Lorax  
10 crawling out of the network socket saying well who  
11 speaks for the digital in this picture, because  
12 we've got to start having more. We need some  
13 company. We need some partners to work with on  
14 these digital aspects. You know, I applaud and  
15 celebrate all the work on the tangibles; but we also  
16 need some attention on the digital stuff.

17 MR. ECKMAN: Time for just one more  
18 question and that will be the last.

19 MR. SHAW: Yeah I'm Jim Shaw from the  
20 University of Nebraska, at Omaha. And I'd like to  
21 follow on a comment Bill made. I think you've got  
22 a great crowd-sourcing opportunity here for the  
23 things that were not distributed by the FDLIP. You  
24 get the list up and turn the rest of the community

1 loose on finding the stuff. A lot of it is probably  
2 lurking in collections; and one could pack it up  
3 and ship it to Bill. The disposition, you know,  
4 the questions of disposition, what ultimately  
5 happens to that physical piece, how it gets  
6 digitized, the standards and all of that, that's  
7 another question. But I think there's an  
8 opportunity to involve the wider community in  
9 building these regional or local areas of  
10 expertise. And I'm serious about that. It's not  
11 a facetious comment. Bill and I go back a few  
12 years. We were together at the University of North  
13 Carolina 30 years ago.

14 But one thing more seriously and I think  
15 about this, you know, my library, we went through  
16 a long period of retrospective cataloging and  
17 reorganizing and getting things in order, and we  
18 have got a really good, smooth operating system  
19 right now for managing our documents collection.  
20 And of course after accomplishing all of that the  
21 administration sees opportunities to redeploy  
22 people to do other. There's not as many of us  
23 involved as there used to be. And so that has an  
24 impact on expertise; but also when I think about

1 us getting involved in Omaha and some projects like  
2 this I start thinking about okay how do we ramp  
3 ourselves back up again. How do I, you know, bring  
4 in the people I need to bring in to really  
5 participate fully? And I think that's going to be  
6 a conversation that's going to be hard to have in  
7 some institutions, easier in others. But I think  
8 the way things work technically now we assume, you  
9 know, approach it from a crowd-sourcing idea,  
10 sharing resources, sharing some expertise, there's  
11 some real possibilities here.

12  
13 MR. SUDDUTH: This is Bill Sudduth,  
14 University of South Carolina. I want to respond  
15 to the crowd-sourcing. We crowd-source within  
16 ASERL. It's called our disposition database.  
17 Everything I need, I'm missing, is in a needs list;  
18 and all of our participants can look at that needs  
19 list and see what we need. So when we're dealing  
20 with trying to put together these collections one  
21 library at a time, we need to be able to expand that  
22 tool across the whole system. It's a wonderful  
23 tool. I'll let the folks in ASERL vouch for ---  
24 what makes me happy is when I see numbers like

1 24,000 items that would have gone into the blue bin  
2 went to another library. Fourteen thousand of  
3 those went to COE collections, collections that are  
4 trying to become complete collections. I don't  
5 focus on the 300,000 that were discarded, because  
6 that would make me cry; but where's the opportunity  
7 in this? And the same way I'm sure that someone  
8 that has a major digital project is that I worry  
9 about the digital content of our libraries. And  
10 I could be just as concerned about that. I worry  
11 now about a server failing. And my folks get oh  
12 but it's a raid server and it will automatically  
13 back up. It's like fine tell me that the day after  
14 it really fails and I've lost \$75,000 worth of work  
15 and things like that. So it all comes back to the  
16 whole success I think of anything and then I say  
17 this at my work is we need to communicate better  
18 with each other. And we need to share, we need to  
19 share what our expertise is and take that dual track  
20 and just save it.

21 MR. ECKMAN: Okay this is Chuck Eckman  
22 at the University of Miami and this took a slightly  
23 different course than the prescribed agenda. I  
24 want to before I turn this over to Katherine to give



1 her a chance to give some final observations. And  
2 I think we're all eagerly waiting to hear those.  
3 I do want to read the question that we initially  
4 thought we might be posing to this audience,  
5 because I think it sort of reflective of the intent  
6 of the session and what we were hoping might emerge.  
7 And it doesn't have to happen here but I'm sure that  
8 everyone on the panel is interested in you  
9 reflecting on that question. And what I've  
10 written is actually better stated in Martin's first  
11 question, which is thinking about developing a  
12 FIPNET that is truly successful. What are the most  
13 important areas of government exploration to focus  
14 on; and what are the metrics? What are the ways  
15 in which you measure your progress in success in  
16 achieving the preservation objectives of the  
17 FIPNET program as it evolves and is developed  
18 together with the depository library program? So  
19 I'll leave that question hanging out there. And  
20 then I'm going to turn this over now to Katherine.

21 DR. SKINNER: All right. So yeah as  
22 I've been sitting here listening to this there are  
23 a couple of things that come to mind. And I agree  
24 Chuck that, you know, going back to that initial

1 question is critical and thinking about how this  
2 conversation is kind of circled around it is also  
3 critical. And some of the themes that I've heard  
4 emerge from the panel, and from the questions that  
5 came both from the virtual and the real audience,  
6 the physical audience, one of them is cache. So  
7 one of the problem areas that I heard mentioned  
8 multiple times is that it's hard right now to  
9 demonstrate or to validate the participation in the  
10 program to the degree that you want to; there needs  
11 to be more cache associated with the label of being  
12 a federal depository library.

13 Another piece that I heard kind of  
14 circling around is, you know, how do we take this  
15 to the next level? How do we scale? How do we work  
16 with this digital; and then how do we even  
17 demonstrate what we have? So, you know, the  
18 question of inventory or union catalog came up  
19 several times in the conversation. And I think  
20 that comes into that kind of space. And then the  
21 third piece that I heard relates to both of those,  
22 which is advocacy. So we need better advocacy for  
23 what it is that we're doing, what we're trying to  
24 achieve. What I was thinking about trying to pull

1 away from all of that and kind of go up a couple  
2 of levels, is the interplay between law and policy  
3 issues on the hand, which is what drives GPO in  
4 particular, and collections management and care on  
5 the other, which is certainly what drives the  
6 libraries. And the concerns on those two sides  
7 right now are not in conversation with one another  
8 from what I'm hearing. I'm hearing some talking  
9 past instead of some real conjoining. And one of  
10 the things that Mary Alice mentioned I find really  
11 interesting in that context, which is that a lot  
12 of agencies are here this year; and that hasn't  
13 always been the case.

14           And one of the things that I wonder and  
15 that might be worth, you know, questioning over the  
16 course of the next couple of days is how much agency  
17 participation might be growing right now in part  
18 because the preservation mandates from the federal  
19 government are hitting the agencies? And how much  
20 GPO and the FDP might be able to help to answer some  
21 of the crucial questions that the agencies need  
22 answered right now from the law and policy side that  
23 do come back to this kind of collections management  
24 care side. And if you can find those bridges, this

1 comes back to the kind of the stakeholder piece that  
2 I was talking about before that we're often really  
3 good at talking to one or two audiences, but we  
4 don't really map across all the audiences that we  
5 meet, it seems like if you had more cross talk  
6 between GPO itself talking about what GPO has to  
7 do, which is, you know, important in this  
8 conversation, because it's all been mandated. You  
9 know, this is not optional. The agencies, and  
10 where the pressure points are for them that might  
11 feed into FIPNET and might make them interested  
12 partners in FIPNET. And then where the pressure  
13 points are for the libraries. And I'm hearing a  
14 lot that makes me think about, you know, WorldCat  
15 and Union Catalog, various ways of at least trying  
16 to get an inventory of some sort. And you're not  
17 going to get a perfect inventory. I mean I'm with  
18 Bill that, you know, if you're trying to get a  
19 detailed, granular every single record then  
20 nobody's going to try to scale that Mount Everest  
21 right now.

22 But what happens if you focus first on  
23 what's coming down the bend in 2016 and try to  
24 figure out how can we better catalog the content

1 that we're still starting to publish rather than  
2 focusing too much on the backlog as a first step?  
3 And using that as a way to bridge the law and policy  
4 conversation, and the agencies and the GPO with the  
5 collections management care questions that come on  
6 the latter side and see if you can get some  
7 traction, bringing in the examples that I think are  
8 already here from California and elsewhere where's  
9 there's at least some attempt to synthesize  
10 collections. And really think about what could  
11 you do, particularly in that digital information  
12 space to carve out room for the future and how can  
13 you use that to empower FIPNET as an idea and as  
14 an actual network.

15 MR. ECKMAN: That's terrific. I  
16 really appreciate that and I know that everyone in  
17 the room has appreciated everything that the  
18 panelists have presented and the feedback that has  
19 been received and the chance to have some questions  
20 posed. So I think maybe with that and one more loud  
21 round of applause for all of the participants here  
22 for their work.

23 (Applause.)

24 Thanks for joining, and thanks to the

1 audience as well for joining and for participating  
2 actively.

3 MS. PRITCHETT: Before you go, this is  
4 Hallie Pritchett from the University of Georgia,  
5 and Council Chair, the reception at GPO starts at  
6 6:00 p.m. Those of you who are planning to take  
7 the Metro go to the Pentagon City Station, which  
8 is just by the mall over there. You take the yellow  
9 line, which is the Fort Tatum line. You transfer  
10 at Gallery Place. Take the red line to Glenmont  
11 and get off at Union Station. And GPO is about two  
12 to three blocks away. You need your badge, this  
13 badge, and your ID to get in. The hotel shuttle  
14 will also go to the Pentagon City Station every half  
15 hour on the half hour. So I hope to see all of you  
16 there. Council, again we will be meeting at 5:20  
17 in the lobby on this floor. Thank you everyone for  
18 a very successful day. Good night.

19 (Whereupon, the above-entitled matter  
20 went off the record at 4:58 p.m.)

21

## 1 U.S. GOVERNMENT PRINTING OFFICE

2  
3 + + + + +4  
5 DEPOSITORY LIBRARY COUNCIL MEETING AND  
6 FEDERAL DEPOSITORY LIBRARY CONFERENCE7  
8 + + + + +9  
10 TUESDAY  
11 OCTOBER 20, 201512  
13 + + + + +14  
15 P-R-O-C-E-E-D-I-N-G-S16  
17 (8:38 a.m.)

18 MS. PRITCHETT: Good morning.

19 Welcome to the second day of the 2015 Depository  
20 Library Council meeting and Public Depository  
21 Library Conference. This is the council session  
22 on education but before we get started I have a few  
23 announcements. First the ever popular law  
24 librarian and friends dinner will be Tuesday,  
25 that's today at 5:30 PM at the Sine Restaurant.  
26 Sign-ups are on the bulletin board in the foyer  
27 which is just outside the door there. And I  
28 believe non-law librarians are welcome, is that  
29 right? And the and friends part, okay, got that.

30 Okay. Also for council sessions here  
31 there are generally Q&A for both council and for  
32 the audience and there are microphones in the

1 audience out there. A reminder to everyone  
2 because we have virtual attendees and because we  
3 have a transcriber to please state your name and  
4 institution when you are asking a question just so  
5 we know who you are for posterity.

6 Okay. So our first session in the  
7 education session is the FDLP coordinator  
8 certificate program pilot results and our  
9 presenters are Scott Matheson, head of technical  
10 services at Yale Law Library and Rich Gause,  
11 Government Information Library, Hitt Library,  
12 University of Central Florida, I got that right.  
13 All right, welcome.

14 MR. MATHESON: Good morning. I've got  
15 to start my timer here and Rich and I are both going  
16 to talk, we want this to be sort of a little bit  
17 more conversational and we have some slides, we  
18 have some demos. You'll actually get to see we  
19 hope if it almost right, an example of one of the  
20 activities we did in the actual class. This is the  
21 coordinator certificate program was a pilot  
22 session this past spring, spring and summer and  
23 Rich and I were the council members who were  
24 privileged to participate in this cohort of about



1 20 people. There's a lot more detailed  
2 information on the FDLP Academy website and there's  
3 also a recorded webinar that was done over the  
4 summer where there's sort of more information about  
5 what went on during the pilot but we will sort of  
6 recap that here for you and then we'll take some  
7 Q&A. We will have an activity for the folks who  
8 were online so if you're online standby and you'll  
9 get to do a nice activity.

10 Why does GPO want to do this program and  
11 one of the main reasons was the forecast survey that  
12 was done several years ago, question number 18 said  
13 what do you need from LSC, what can GPO do for you  
14 and the number one response was new FDLP librarian  
15 training. And that is just a huge overwhelming  
16 need that the community expressed and this is a part  
17 of GPO's answer. There's individual webinars as  
18 well but this one is a part of the answer. And I  
19 wanted to quote to you from a very nice letter I  
20 got from the superintendent of documents after we  
21 finished, she says, she's talking about why GPO  
22 started this program and she says, our hope is that  
23 this program will help depository library  
24 coordinators to better understand their

1 collections and to feel confident in their roles.  
2 GPO greatly values the services provided by the  
3 staff of depository libraries and their expertise  
4 and we hope to advance both of these by working in  
5 partnership with libraries through initiatives  
6 such as this program.

7 I think it's a great summary of the  
8 program, I think it's a great summary of the FDLIP  
9 about how GPO and libraries work together. So the  
10 instructors were folks who at the time were all in  
11 outreach, now one of them has moved to a different  
12 position at GPO but we also had guest speakers and  
13 this is something that I wanted to touch on for all  
14 the attendees today if you're asked to speak by all  
15 means say yes. If somebody from outreach calls and  
16 says hey, can you talk about how you do this at your  
17 depository for this certificate program,  
18 definitely say yes because it's a great experience.

19 We had a regional librarian from Maine  
20 who came and talked to us about what it's like to  
21 be a regional librarian and how the regionals  
22 interact with selectives and that was important  
23 because most of our participants were, most people  
24 in our cohort were coordinators at their libraries,

1 some of them were staff, some of them were  
2 librarians. We had a director, we had one regional  
3 and one of the instructors had a great deal of  
4 experience at a regional as well so that was  
5 helpful. We had some paraprofessionals and some  
6 students and then the two council members, Rich and  
7 I were both participating there.

8 And we had representatives from all  
9 types of libraries you can see there on the slide  
10 and a great range of experience. There were  
11 definitely some people there who had more  
12 experience in the FDLP than I did and there were  
13 some people who had almost no experience who were  
14 really brand new. And that was an important part  
15 of the pilot is to see how this curriculum that GPO  
16 developed would land with people with lots of  
17 different levels of experience. My sense is that  
18 it was pretty successful, Rich.

19 MR. GAUSE: So one of the things the  
20 cohort model worked really well. We had about 20  
21 people participating. The ideal of getting to  
22 know each other, it was a class and you were working  
23 together doing homework, reading each other's  
24 input and so it wasn't just a webinar that you

1       chatted on the side and had a good time  
2       participating but then you were done with it and  
3       you moved on. Because we were working over the  
4       course of the eight weeks together and for me it  
5       was really important because one of the things we  
6       did at the very beginning was introductions in  
7       terms of some of your background.

8                 Why are you here, what are you bringing  
9       to the class and it was, it was all over the map  
10      in terms of the amount of experience that people  
11      had including the library school students that are  
12      just wanting to find out, okay, what is this all  
13      about. And so I really felt that the cohort worked  
14      really well as a model because it was the group  
15      experience and caring forward.

16                You know the face-to-face here you get  
17      to know some people, you meet some people and now  
18      you don't feel stupid when you have to ask a  
19      question, you call them up or email them and say  
20      I should know this but I know this is a stupid  
21      question but can you help me answer this, well, you  
22      don't feel when you've got to know somebody through  
23      this experience, now you feel like okay, got  
24      somebody I can contact. I know somebody that might

1 be able to respond to that question.

2 MR. MATHESON: And that is sort of one  
3 of the things that GPO really emphasized. One of  
4 the questions that was frequently asked throughout  
5 the pilot and in the webinar that happened as a  
6 review of the pilot was why can't more people do  
7 this at once and I think it really is an important  
8 part of the learning experience to really allow  
9 people to develop this cohort and it worked really  
10 well.

11 Other things about the format are that  
12 there was a slide in the webinar about all the  
13 people at GPO who helped create content for this  
14 course so you're not just learning just about an  
15 individual department or about how to open a box,  
16 there was content from across the program and there  
17 was a lot of work beyond the webinar like Rich said.

18 There was reading and writing, there  
19 were the live weekly classes but then also an online  
20 asynchronous comment board. If you've done either  
21 edX or Coursera type MOOC courses or if you've ever  
22 taught an online class this is sort of standard but  
23 it was well done and there were a lot of topics for  
24 us discuss and some focused discussion sessions.

1                   MR. GAUSE: Yes, the readings each week  
2 you felt like okay, I need to do this, I don't want  
3 to disappoint particular the council members like  
4 okay. We need to not set a bad example so were  
5 actually going to do the homework each week and be  
6 ready for it. The required readings were posted  
7 online so we didn't have to go find them, there were  
8 additional readings you could read and in some  
9 cases you would have to, some of us would have to  
10 ILL those because we did have those but it was  
11 something that you can go back later and do if you  
12 didn't have it accessible to you so that worked  
13 really well. But that was that homework that you  
14 had to get ready for that week sort of forced you  
15 to do something that you might have let slide if  
16 you were sitting in on the webinar but we had  
17 expectations of everybody that you had to be ready  
18 for it.

19                   MR. MATHESON: Yes, there expectation  
20 of each other was actually an assignment where you  
21 had to write something and post it and then other  
22 people had to comment on it so that was sort of oh,  
23 if I don't write something then nobody else can do  
24 their homework either so there really was simply

1 are pressured to get things done right. And  
2 they're all online sessions were great, they were  
3 certain of slides like the online folks are  
4 experiencing now with narration but there were also  
5 sessions where there was video. We actually got  
6 to see folks open a box and for some people who were  
7 either brand new to the program or who ran a certain  
8 level in their library with they don't necessarily  
9 process materials, this was sort of eye-opening to  
10 see an actual depository box get opened live on your  
11 computer. You again sort of had people explain to  
12 you what it is you're supposed to do and you opened  
13 it up upside down so you can pull the shipping lists  
14 out and yes, all of these little things that if you  
15 process documents all the time you know that but  
16 maybe not if you don't or if you're a director or  
17 your somebody who doesn't see these things. So  
18 that was great.

19 The other thing is that do great  
20 follow-ups so it wasn't just the preparation and  
21 readings and that sort of thing but there was good  
22 follow-up after this session. You had to finish  
23 your quiz questions, you know, you do your  
24 assessment which was an assessment of both the

1 participants in the program but also an assessment  
2 of the program itself. There were actual changes  
3 made and we'll talk about that, in the way the  
4 information was presented because the instructors  
5 could see through the assessments that oh, people  
6 didn't seem to understand that and they would go  
7 back and clarify the next week which was, you know,  
8 that's good teaching, it was really, really well  
9 done I thought.

10 MR. GAUSE: And we gave feedback after  
11 each session.

12 MR. MATHESON: Yes.

13 MR. GAUSE: Just to the assessment that  
14 feedback of that session how it went and  
15 suggestions for improving for the future.

16 MR. MATHESON: And that was I assume  
17 will be unique to the pilot was while they were  
18 really working out the kinks that we did both the  
19 quiz, some sort of the conditional learning  
20 assessment but also a survey of did this work for  
21 you, did you think it was easy to get in and find  
22 the materials, you know, did your computer work,  
23 that's one of thing.

24 MR. GAUSE: And you know you do these



1 responses to the webinar and how good was the  
2 webinar. We thought it was really important to do  
3 this feedback you can see oh, everything was great.  
4 We actually wanted to hone in on the very specifics  
5 of the session because we're trying to, as the  
6 pilot, to improve the session going forward so I  
7 spend more time on this feedback than I did on in  
8 any other feedback I've ever done for webinars.

9 MR. MATHESON: That's right. So  
10 here's the outline of the courses.

11 MR. GAUSE: And it really did flow,  
12 you're learning the basics, working through, you  
13 know, what's the background of GPO in the FDLP,  
14 working through the what's in a box with the video  
15 in terms of okay, opening up. The collection  
16 management we had to either update or write  
17 collection management plan for your library and  
18 then read each other's collection management plans  
19 and respond to them so that was that piece of  
20 homework that was really you better get it done on  
21 time because the other part of the assignment is  
22 to read what everybody else submitted.

23 And it really was a nice flow from the  
24 beginning to the end in terms of building on that

1 with the, the second to last was the regional  
2 federal depositories and that is where we had the  
3 guest lecturer from Maine that was talking about  
4 okay, here's the information about how regional  
5 works with their selectives, what regional does and  
6 then we had the final session. The eight weeks was  
7 scheduled so that if you had to have a makeup so  
8 we didn't actually have eight straight classes, I  
9 think we had one week where --

10 MR. MATHESON: There was a break.

11 MR. GAUSE: -- there was a break that  
12 actually worked out well. And then after the wrap  
13 up and we finished everything up we also had the  
14 webinar that took place in June a couple of weeks  
15 after the last session where there was an  
16 opportunity to present about what happened during  
17 the sessions.

18 MR. MATHESON: And that one is  
19 recorded, the link is in the slides as well. So  
20 now were going to try an experiment, for the folks  
21 who are online and there's a roomful of people here  
22 who are counting on you to make this work for me  
23 and Rich. We're going to actually switch over so  
24 that now in the ballroom we can see what you're

1 seeing on the webinar screen, the WebEx screen and  
2 there's going to be an annotation tool in the upper  
3 left-hand corner of your toolbar, right under where  
4 it says quick start, you'll see that there's a  
5 little blue arrow, big blue arrow next to the T.  
6 So that's the tool that you're going to use online  
7 folks in order to answer some trivia questions, and  
8 this is one of the fun activities that we did during  
9 the wrap up. And these are questions that people  
10 in this room should know because I saw the answers  
11 in the video that was kicked off yesterday but  
12 hopefully they'll be fun questions for you to  
13 answer.

14 And what we need you to do is actually  
15 click on the little blue arrow. If you're a  
16 virtual attendee click on the blue arrow in the  
17 upper left-hand corner of your screen and now  
18 answer the question by clicking in the box where  
19 the right answer to the question is. So when did  
20 GPO opened its doors, what day and year, and so  
21 there's an example of what the answer start to look  
22 like. So you see how this works as sort of a way  
23 to answer and theirs, who is that? Amanda, good  
24 job. Amanda. That is the correct answer and this

1 is funny because this happened in the real class  
2 as well, there were couple where either we weren't  
3 all paying attention or something, there's some  
4 peer pressure of getting the right, you know, once  
5 the first arrow goes up everybody clicks there but  
6 this is sort of how that works as the security  
7 question.

8 Now we have one more question for you  
9 which is a little bit easier, we can go ahead now  
10 the next slide which will clear all the arrows and  
11 now the question is which of these four photos is  
12 a photo of GPO's headquarters in D.C.? They made  
13 it tricky because it is a big red building but all  
14 of those are red birth buildings, right, and there  
15 you go so you see everybody now is getting that  
16 right. And this is where you'll see those answers  
17 come and which is really, this is a great way of  
18 using an interactive tools that GPO has and this  
19 was sort of a fun application but we really did  
20 learn a lot from this sort of trivia exercise and  
21 it was a good way to keep everyone engaged.

22 All right. So that's how that works  
23 and we'll flip back to the regular slides or I'll  
24 go forward with the next one and we'll talk a little

1 bit more about the feedback that the class provided  
2 and that GPO got from the community and how that  
3 resulted in changes that were made actually during  
4 the pilot but also how changes were made going  
5 forward. So we heard, you know, as Rich said we  
6 filled out their surveys after every session and  
7 there were changes made both to the curriculum and  
8 to the way that the material was presented but also  
9 some instructions and some of the emails that we  
10 got, you know, the wording was changed or things  
11 were made more clearer, there were more  
12 explanations in some of those which was a great help  
13 and it really showed that GPO was listening to the  
14 results from the pilot participants.

15 So during the webinar that Rich  
16 mentioned in June we had some of the participants  
17 actually provide feedback, they were sort of the  
18 guest lecturers in that webinar and here's some of  
19 the quotes that I pulled out and I think, you know,  
20 they were great sort of emblematic of real strong  
21 points in the program. That this is a great way  
22 to provide training and that the community was  
23 great and so that's Julia Stewart who actually I  
24 think is here and if we have questions we may call

1 on her to come to the microphone later on.

2 But also Eric Erins who is at IIT said,  
3 you know, it was comprehensive training and because  
4 it so focused on depository operation and the  
5 duties of a depository coordinator that's sort of  
6 not surprising but what I really thought was great  
7 that he said was that the program had this feel of  
8 peer-to-peer training conducted by experts. So  
9 sort of peer training we know works well because  
10 it somebody that you're not afraid to ask questions  
11 of and it somebody who does what you do with this  
12 idea of you're a peer but it's also with experts  
13 was I thought was really useful.

14 MR. GAUSE: Yes.

15 MR. MATHESON: And I sort of, but I  
16 pulled that out because that sort of echoed how I  
17 felt about it is well. I thought that was really  
18 great. So the future of the program, there are two  
19 more cohorts that have signed up and they were going  
20 to run this fall but LSCM had some staffing issues  
21 and some people moved around and said they were not  
22 able to run the programs this fall but those cohorts  
23 will be rescheduled for the spring. GPO is  
24 committed to running this again and the course,

1 just so you sort of understand what's involved in  
2 this, this isn't sort of like watch of a bunch of  
3 online videos and then check off the quiz, this is  
4 three instructors, you know, to instructors and a  
5 support person so it's three full-time staff people  
6 and to do two cohorts means to do two sessions a  
7 week times eight weeks, you can see where that's  
8 a lot of staff resources and then there's also, you  
9 know, kind of those people need to be a little  
10 prepared, those people need to be able to grade  
11 assignments and keep track of things so there's a  
12 lot of work involved in putting this on but I am  
13 told that GPO is committed to this and that they  
14 are happy to do that work when they have the staff  
15 to do it and we hope that will be in the spring.

16 The folks who signed up for these two  
17 cohorts were the folks who were given first dibs  
18 on these two cohorts were the folks who a gotten  
19 turned away from the pilot because the applications  
20 to the pilot last spring were so popular that there  
21 were some folks that couldn't be accommodated and  
22 they actually got, I know one of my institutions  
23 was able to actually get into the fall cohort as  
24 well which will become a spring cohort, so.

1                   What you can do right now is watch other  
2 FDLP Academy offerings and those are available now.  
3 You can watch them at your leisure, you can develop  
4 a list of them for your staff if you want to do that  
5 and in fairly short order there will be a series  
6 of self-paced videos that mirror the content of the  
7 coordinator's certificate program. Because it's  
8 self-paced and because you're not in the cohort  
9 doing the work with the other people there is not  
10 a certificate for watching those but you can get  
11 similar content and your staff will be able to get  
12 similar content by watching those videos. They  
13 should be available soon I hope. Again there's a  
14 lot of time involved for the staff in preparing  
15 those but they are recorded, there being edited now  
16 and should be available for you soon on the Academy.  
17 I'm sure there will be an email communication from  
18 GPO when those are available for you to watch.

19                   MR. GAUSE: So as Scott said at the  
20 beginning if you're asked to present do, take that  
21 opportunity to be one of the presenters if they ask  
22 you to participate in this. Share your expertise.  
23 If you have staff who want to participate make sure  
24 you allow them to do that, encourage them to do that



1 and as you talk about with colleagues at other  
2 institutions to talk it up, you know, that this is  
3 a really valuable thing for them to participate in.

4 The webinars as well are being offered,  
5 make sure that taking advantage of those and also  
6 getting feedback to GPO in terms of these webinars  
7 as to what works, what's not working not just the  
8 certificate program but the other webinars that  
9 you're participating in.

10 MR. MATHESON: And if you sign up for  
11 the webinar and you do all of your homework and --

12 MR. GAUSE: And your assessment.

13 MR. MATHESON: And you do all of your  
14 assessments you too can get a certificate. This  
15 one has my name on it so you can't have it but for  
16 the online folks I'm holding up my very fancy  
17 certificate that I got that says certificate of  
18 completion that I completed the eight-week FDLP  
19 coordinator certificate program. That is one sort  
20 of point of clarification is that you're not being  
21 certified as a depository coordinator but you are  
22 getting a certificate that says you completed the  
23 coursework that should prepare you to be of  
24 depository coordinator and do a good job for your

1 patrons for your library for GPO and for our  
2 patrons, the American public, so.

3 That brings us to questions from  
4 council first and then from either online folks who  
5 helped us out or from folks in the audience here.  
6 So council, please identify yourself.

7 MS. IRWIN-SMILER: Kate Irwin-Smiler,  
8 Wake Forest. I think this is fantastic, I want to  
9 command GPO for this entire program. I was really  
10 excited when I heard about it and I wanted to be  
11 one of the pilot participants but it was the  
12 scheduling that kept me from doing it and the  
13 commitment to the eight weeks in the timeslot. So  
14 I'm really glad that Rich and Scott were able to  
15 do it. I love the idea of a cohort, I think one  
16 of the things that we know is of the strengths of  
17 the FDLP is the community obviously, what we talk  
18 about so often is that the community is one of the  
19 real strengths of this program and it's not just  
20 the collections, it's the people and the expertise.  
21 So building the community into the training is  
22 fantastic and I love the idea of the cohort. And  
23 like Rich said knowing that even if you have what  
24 you feel like is a stupid question you now know

1 someone you can call and you feel comfortable  
2 saying I got a dumb question so that's great.

3 What I would love to see from GPO, like  
4 I said the scheduling is what kept me from doing  
5 this and I know what I'm asking is on Cindy's list  
6 of in progress, doable, possible is probably really  
7 far down on that possible list is the potential of  
8 an asynchronous option for one of these certificate  
9 programs for people who can't commit to, what is  
10 it two hours or is it just one hour?

11 MR. MATHESON: Ninety minutes.

12 MS. IRWIN-SMILER: Ninety minutes  
13 every week for eight weeks in a row but in  
14 asynchronous option for program like this I think  
15 would be amazing sometime down the road for a  
16 cohort. And I realize I'm teaching and  
17 asynchronous class right now so I realize the  
18 challenges particularly of community building in  
19 a program like this but I think that would be a  
20 really great thing to look at down the road.

21 MR. MATHESON: Thanks, Kate.  
22 Anything else from council, Hallie?

23 MS. PRITCHETT: Hallie Pritchett,  
24 University of Georgia. First I would like to

1       congratulate Rich and Scott on getting their  
2       coordinator certificate, you've done council  
3       proud. I'd also like to commend GPO on this  
4       program , you know, certainly beyond what Kate  
5       says, I think this sends a huge message to our  
6       administrators that there is a certificate program  
7       out there, it lends weight to the program and to  
8       what are coordinators do, it's also a tremendous  
9       tool for our academic librarians would need  
10      professional development activities for their CDs  
11      and for promotion so there's lots and lots of good  
12      things about that even beyond the fact that it  
13      sounds like it was a very rich and wonderful program  
14      and you did a great job of educating coordinators  
15      so thank you very much for that.

16                   MS. BERNSTEIN: I've got a question,  
17      Melissa Bernstein, University of Utah. One  
18      question was answered, so the sessions were 90 but  
19      it's long. I'm curious though what you would say  
20      your weekly time commitment is for anyone who's  
21      considering doing this? How much time should they  
22      expect to spend on the assignments, course prep,  
23      et cetera?

24                   MR. GAUSE: You have the readings to do

1 so, they weren't long readings but you did have  
2 those readings to do. There were couple of weeks  
3 like the collection of development plan, I had to  
4 rewrite my from scratch because I had one but it  
5 hadn't been updated for wall. If force me to do  
6 that which was really good and then reviewing the  
7 others so that week was probably the longest and  
8 that was probably half a day commitment I'd say in  
9 terms of over the week. When I think about it the  
10 collection development plan I then had to read  
11 others, the others that were written. I still had  
12 to make time but I want to go back and rewrite parts  
13 of mine again to incorporate some of the things that  
14 people had in theirs that I thought were really good  
15 ideas that were not in what I had rewritten for this  
16 project.

17 MR. MATHESON: Yes, this is Scott. I  
18 would agree with that sort of assessment. I was  
19 thinking four hours was sort of what I was going  
20 to answer for me. And it may be different for folks  
21 who have the zero experience, it may be longer for  
22 them but even the readings I was thinking about what  
23 you were talking about, rewriting your collection  
24 or reviewing your collection development plan,

1 well you need to be doing that anyway so that's work  
2 that needs to be done.

3 MR. GAUSE: Yes.

4 MR. MATHESON: But the readings, the  
5 required readings were mostly things that you  
6 should read anyway as a depository coordinator like  
7 Title 44 and the legal requirements for your  
8 depository libraries, the things that you need to  
9 be reading anyway so it's a commitment of time and  
10 it's a commitment of time as Kate pointed out, you  
11 know, sort of rigid structure but it is time well  
12 spent even the extra time that you are working on.

13 MR. CISMOWSKI: David Cismowski,  
14 California State Library. A question for GPO, I  
15 thought that there was some kind of asynchronous  
16 training online for new depository coordinators,  
17 it was developed a couple of years ago or three  
18 years ago, am I dreaming that?

19 MR. MATHESON: Cindy's coming to the  
20 microphone.

21 MS. ETKIN: Cindy Etkin, GPO. I  
22 think, David, you're referring to the New  
23 Depository Coordinators Institute. What is the  
24 interagency renamed and a little bit different

1 focus. It was a session that we had, a week long  
2 session during the summers and then it was reworked  
3 and updated and became a preconference to this and  
4 it was supposed to take place a week ago but there  
5 were technological blips so it's going to be  
6 rescheduled, is that what you're talking about?

7 MR. CISMOWSKI: David Cismowski,  
8 California State Library. I thought that there  
9 was something else that was developed a while ago.

10 MS. ETKIN: The self-study modules?

11 MR. CISMOWSKI: Yes, I think that's it.  
12 The reason I'm asking this it is because we all know  
13 that the new depository coordinators come on the  
14 job all the time, every week there's a new  
15 depository coordinator somewhere in the United  
16 States and while this training is extremely  
17 valuable and wonderful if it's only held once a year  
18 or twice a year then you have people cycling into  
19 the program as coordinators who don't get any help  
20 sometimes and their kind of lost for a while. And  
21 how can we as a community help them immediately,  
22 like the first week there on the job they get  
23 something to help them along.

24 MS. HUAMAN: Jaime Huaman, GPO. Those

1 are great comments and definitely something that  
2 were looking at, scalability so that more people  
3 are able to get into the program. So some in the  
4 things that we thought about doing, we're doing  
5 webcasts of the content that is in the certificate  
6 program, stripped-down so there's none of that  
7 group activity or homework, that is coming out in  
8 the next couple of weeks and so you'll be able to  
9 watch those webcasts on the eight week program. So  
10 if you don't have the time to commit to an eight  
11 week program or you're not interested in the  
12 certificate you can watch those webcasts and get  
13 that information.

14 The other thing were looking at doing  
15 is to do webinars on each of the eight classes, live  
16 webinars so that anyone who is just interested in  
17 say collection development can sit in on the  
18 collection development webinar and not have to go  
19 through the eight week program and that way, you  
20 know, if you are a cataloger and you just are  
21 interested in cataloging you can sit in for that  
22 session and not have to sit in the eight.

23 And then we also have the New Depository  
24 Librarian Institute which has a lot of the similar



1 content presented differently and with less  
2 homework, no homework and so we've got a couple of  
3 options. So if you don't want to take the program  
4 you can do it by watching the webinar, you can watch  
5 the webcasts or you can participate in NDI. So  
6 we're definitely looking at ways so that more  
7 people can participate in the program.

8 MR. CISMOWSKI: David Cismowski,  
9 California State Library. Just one other comment  
10 that I have, thank you Jamie, that's really good  
11 news. It strikes me that an important part of this  
12 pilot was the participation of experienced  
13 depository coordinators in the whole thing and I'm  
14 assuming that in the future programs there's not  
15 going to be as much experienced participants just  
16 because the purpose of the experienced  
17 participants in this was to develop the content.  
18 But if GPO staff doesn't really have time to offer  
19 this very often because of all the work that you  
20 have to do in your normal work lines, it might be  
21 fruitful to involve experienced members of the  
22 depository community in presenting this and to  
23 develop some of the content, the new content and  
24 to work with you to move this along because I think

1 there would be a lot of experienced depository  
2 coordinators out there who would love to help you  
3 out.

4 MR. MATHESON: This is Scott. Cindy  
5 and Jamie may know of the top of their head but I  
6 think a lot of the folks who signed up to be in the  
7 cohorts have been coordinators for more than zero  
8 years, so at least in this first series of them I  
9 think we'll have people who have medium experience  
10 at least who will want to participate as well. I  
11 know I was telling somebody this morning it filled  
12 in a couple of gaps, slash, updated some of my  
13 knowledge to, I mean even, so there's value I think  
14 and I suspect people will want to be participate  
15 even with more experience.

16 MR. GAUSE: This is rich. And also  
17 like that GPO effort was also in, they were very  
18 good about reading our comments on the side in the  
19 chat and responding so they had to have somebody  
20 monitoring that to bring that into what was going  
21 on, either to fix problems for folks but also to  
22 clarify something, whoever was doing the training  
23 couldn't watch the chat really easy so it was  
24 important for somebody else, other staff be looking

1 at that and to cut in and say okay, here something  
2 that needs to be paid attention to.

3 MS. ETKIN: Cindy Etkin at GPO.  
4 Thanks, David, for your comment about experienced  
5 people in the community that might be willing to  
6 help out with this. I know there are an awful lot  
7 of us out there it who have or are currently  
8 teaching in library programs in library schools and  
9 teaching government documents and records and all  
10 kinds of things. And that is something that we may  
11 certainly want to look at if people are willing,  
12 if the interest is there to help us out with that.  
13 We liked to know if anybody's interested in helping  
14 us out, it's a terrific idea it also gets a little  
15 different perspective from being in a library  
16 directly and currently. So thank you for that.

17 MR. MATHESON: I think we have just  
18 maybe one or two more minutes, I know we have one  
19 online question and one question on I saw a hand  
20 in the audience. If you can make your way, the  
21 person who's here to the microphone and we'll take  
22 the online question now.

23 MS. DAHLEN: Okay. Our online  
24 question, this is Ashley Dahlen, GPO. Their

1 online question is from Stephanie, how many  
2 participants in each cohort. In the pilot we had  
3 20 and for round two we originally had 25 for each  
4 cohort so we've been playing around with the  
5 numbers a bit. And since I don't have a second  
6 person at the mic here I'm going to go ahead and  
7 ask the second question that's come in, you've kind  
8 of already touched on it but it's a  
9 comment/question from Kathy Hale who says could we  
10 have librarians from the field assistant in  
11 teaching? There's a lot of people who teach this  
12 out in the field as well.

13 MR. MATHESON: And just to remind folks  
14 we had a great regional librarian come in and talk  
15 and the instructors had, you know, Cindy mentioned  
16 people who have experience in libraries working  
17 with collections have a slightly different point  
18 of view than folks who have been at GPO longer. And  
19 so we had a good mix in our instructors this time  
20 out anyway and I hope that continues as well.

21 MS. LASALA: I'm Rosemary LaSala, St.  
22 John's University Law Library. I know that you  
23 said that you have two cohorts set up for this  
24 spring hopefully, do you know how often they're

1 going to be offering this and when might the next  
2 one be, thank you.

3 MS. HALL: This is Laurie Hall from  
4 GPO. We've had to kind of step back a little bit  
5 because as Scott has mentioned and other folks have  
6 mentioned, this takes a lot of time and effort and  
7 resources on our part so we've also wanted to do  
8 a little bit more review of the pilot results.  
9 We're working with our own GPO workforce  
10 development and training staff because we're  
11 really good at the content part but maybe not at  
12 some of the strategies and methods and stuff for  
13 training so were asking for that resource from GPO  
14 to help us as well so we had some meetings with them.  
15 So we need a little bit more time to kind of step  
16 back and make sure we have all the resources in  
17 place and everything is planned so I'd don't really  
18 have an answer for that although we're looking at  
19 the spring to start back up again so there will be  
20 more information about that as we get going. So  
21 did that answer the question?

22 MR. MATHESON: Okay. Well, think the  
23 question was may be more about frequency, will it  
24 be a spring or up in there?

1 MS. HALL: Yes, once we get going and  
2 do more analysis we have to decide how often we are  
3 going to do that and because like I said it a lot  
4 of work for us so we have to make sure we have the  
5 ability to do that at this stage, so it's part of  
6 the planning process.

7 MR. MATHESON: Good. Thanks, Laurie.

8 MS. HALL: Yes.

9 MR. MATHESON: There's time for one  
10 last questioned.

11 MS. STEWART: Julia Stewart, Southern  
12 Methodist University. I am a graduate of the  
13 program so I wanted to make a comment. I'm also  
14 the past GODORT education chair and at ALA last June  
15 when our big missions was to talk about this and  
16 see where we could go with it as far as building  
17 ALA support and no resolution was made at our  
18 steering committee meeting however it's still on  
19 the table and things are being looked at, we're  
20 still going forward with it and everything that we  
21 were concerned about as far as completion rate I  
22 believe it was something like an 80 percent and  
23 Jamie informed me of some of the glitches in that,  
24 but it was successful by any measurement and GODORT

1 is looking to help with it as well.

2 MR. MATHESON: That's excellent news,  
3 thanks so much and thanks for your good comments  
4 on the slides. I think we will wrap up on this part  
5 of the coordinator certificate program and we will  
6 move on to the cataloging record distribution  
7 program portion of this morning session. Do you  
8 want to talk about it?

9 MS. PRITCHETT: Our next session this  
10 morning is catalog record distribution program and  
11 our speakers are Kathy Bayer, Outreach Librarian,  
12 Library Service and Content Matter GPO and Jim  
13 Noel, manager GPO services MARCIVE. I'll turn it  
14 over to them.

15 MS. BAYER: Good morning. Good  
16 morning again. This is Kathy Bayer. I hope you  
17 forgive me, I'm more comfortable sitting down right  
18 now, if it would help for me to stand out just let  
19 me know. But I'm very happy to be here in the  
20 council session. We had originally proposed this  
21 as a program here for the conference but we were  
22 invited to speak at a council session which gives  
23 us the widest audience possible of course including  
24 all the virtual participants and since this is

1 being recorded folks can listen to it later.

2 We have a PowerPoint, I'm going to go  
3 through the slides but Jim Noel from MARCIVE.

4 MR. NOEL: Hello.

5 MS. BAYER: Will jump in at various  
6 points and he's also going to give it a summary,  
7 put summary to process that he undertakes at  
8 MARCIVE for this program and hopefully lots of  
9 hints and best practices and things, answers to  
10 frequently asked questions. So in a nutshell GPO  
11 responded to library quest to get profiled  
12 bibliographic records so since 2009 GPO's contract  
13 with MARCIVE represented by Jim today, but of  
14 course there are a lot more folks there, to make  
15 records distribution available to interested  
16 depositories. This all came about in the Omnibus  
17 Appropriations Act fiscal year 2009, a portion of  
18 funding was allocated to support GPO catalog and  
19 indexing program and distribute GPO produced  
20 cataloging records to depository libraries.

21 CRDP actually started on October 1,  
22 2009 with about 48 libraries or so, around the  
23 number and has expanded each year. In this fiscal  
24 year were going to have 115 depositories in the



1 program. It started as a project, it's now an  
2 ongoing program. It's in the second year of a  
3 second five year contract and the plan is to  
4 continue each year. We say that it goes year by  
5 year because that's the way our contracting works  
6 but we plan to continue as long as there is interest  
7 and demand by libraries. And if you haven't read  
8 that last line yet, here's the attention grabber,  
9 there is no charge, it's free for depository  
10 libraries to participate. You got that right,  
11 it's free.

12 Each library participant may select one  
13 of the following options, all newly created  
14 cataloging records, all new records plus changed  
15 or updated bibliographic records tied to that item  
16 number.

17 MR. NOEL: Right.

18 MS. BAYER: One of the above options  
19 plus Historic Shelflist records, we'll get into  
20 some more specifics on that momentarily. The CRDP  
21 includes specific custom options such as the  
22 ability to choose separate sets for different  
23 publication formats. Each participant may make  
24 two cataloging specification updates to the record

1 sets output each fiscal year which basically means  
2 you can make two changes to how you set it up each  
3 fiscal year.

4 For those who want more specifics about  
5 what it's in a GPO cataloging record so you can  
6 share that with colleagues so they know exactly  
7 what they'll get through this program, there's a  
8 description of it on the FDLP.gov CRDP webpage,  
9 that information will be in the slides momentarily.  
10 And of course there's a lot more about FDLP  
11 cataloging on FDLP.gov. One thing about the  
12 cataloging though currently the catalogers are  
13 using RDA, the Historic Shelflist records are not  
14 in RDA and some of the records for projects such  
15 as the Iowa Poster Project may not have CLC numbers.

16 Short slide but I want to make sure I  
17 make this clear, I library CRDP bibliographic  
18 records are distributed once monthly by Jim and  
19 company.

20 MR. NOEL: Right.

21 MS. BAYER: They include GPO produced  
22 records for all publication formats from the  
23 previous month. They match the depository's FDLP  
24 item number selections at that time. So at the end

1 of one month or actually I should say the very  
2 beginning of one month colleagues from GPO send or  
3 make available all the records to MARCIVE and then  
4 Jim and Wanda and company prepare those record sets  
5 for the participating libraries and those record  
6 sets are matched up with the item numbers, the FDLP  
7 item numbers that the libraries were selecting at  
8 that time.

9 So a library can change their FDLP item  
10 number selection profile any time and they'll get  
11 records for their current FDLP item number  
12 selections.

13 MR. NOEL: Well, we update dynamically  
14 so each month you have whatever is for that month.  
15 Pretty much every week we're checking for new  
16 updates of the item file so it's always constant  
17 and always up-to-date.

18 MS. BAYER: So the whole point of  
19 course is as we all know about cataloging is so that  
20 libraries have another option and a pre-option to  
21 add records to their own catalogs enhancing public  
22 access and awareness of yes, government  
23 information. So here are some of the custom  
24 options, you can get an outfitted records, one file

1 are separated by format, you can get online only  
2 or selected records by format.

3 I kind of wanted to like have bells and  
4 whistles and flashing lights and all that for  
5 online only but it is hidden in there in a sub bullet  
6 but I want to stress this because a lot of interest  
7 of course is around online only content and  
8 bibliographic records before this because if  
9 you're not getting the trigger of the publication  
10 in the box so if you want to get just records through  
11 the CRDP for online only publications because you  
12 only selecting a few things intangible format and  
13 their serials and you've got the serial records the  
14 way you want them, and can monitor those and any  
15 related updates on your own you can just get online  
16 only records through the CRDP. And I know that  
17 MARCIVE's webpage about this highlights that  
18 online only part and I kind of hit it here in the  
19 sub bullet, so pretend there's flashing lights  
20 around that.

21 You can get auto created item record  
22 holding fields up to four holding codes record sets  
23 and MARC-8 or UTF-8, did I say that right?

24 MR. NOEL: Yes.

1 MS. BAYER: You can send S for records  
2 to be sent to OCLC mark up to notify a OCLC to set  
3 holdings, placement of OCLCs, SuDoc numbers and  
4 designated MARC fields according to local  
5 practice. You can get historical GPO Historic  
6 Shelflist cataloguing records for either the  
7 entire set or you can select by agency and the  
8 reason that's different instead of selection by  
9 FDLP item number, is a lot of those records don't  
10 have item numbers so you can just say I want the  
11 whole shebang or I'm just going to get agriculture  
12 and something else and select by that agency.

13 And this is here possibly just for me  
14 personally because I mentioned profile and there  
15 are two profiles in the CRDP and so I just want to  
16 make this clear that I'm clear when I explained  
17 this. There's the FDLP item number selection  
18 profile that all of us in the FDLP are familiar  
19 with, selected depository libraries can choose  
20 from thousands of item numbers that are assigned  
21 to US government publication by agency so that  
22 selection profile is a list of all the item numbers  
23 selected at an individual depository library.  
24 When you join the CRDP you also get a CRDP profile

1 which is completed through a web form and there is  
2 a guide, only a four-page guide, short and sweet,  
3 a four-page guide that describes how to complete  
4 that form. So there is the FDLP item number  
5 selection profile and the CRDP profile, I tend to  
6 just say CRDP profile to distinguish it from the  
7 item number profile.

8 And just to clarify one can find the  
9 item number selection profile in item listserv and  
10 in several other tools. And the CRDP guide, here  
11 is linked from both the FDLP.gov and MARCIVE web  
12 pages and the circle shows the link to the web form  
13 where a new participant will submit their  
14 information about what they would like from the  
15 program. And it's only four pages, this guide.

16 So to give you some sense of who's  
17 currently in the CRDP, we have 113 libraries now,  
18 we have currently two vacancies for fiscal year  
19 2016. If there is interest we take a waiting list  
20 and I'll give you more information about that  
21 momentarily. If there is interest we are  
22 committed to looking at the possibility of  
23 expanding that during the fiscal year but typically  
24 we have openings at the beginning of each fiscal

1 year. I mentioned before our contracts run  
2 year-by-year within that five year contract.

3 There are all types of libraries,  
4 academic, academic law, state libraries, state law  
5 library, cannon law library, government agency,  
6 public libraries, all selecting between 1 to 100  
7 percent of available FDLP item numbers. So you  
8 don't have to, you know, save a spot necessarily  
9 for someone who's getting more selections than you  
10 or I think that maybe this is for only for small  
11 depositories, the really is available to any  
12 interested depository.

13 Currently there are libraries  
14 participating from 35 states, D.C., Puerto Rico and  
15 the US Virgin Islands and there are multiple  
16 library systems used, which these are the systems  
17 reported in the 2015 participant survey. I just  
18 wanted to put this on here to show some diversity,  
19 I know Jim you had some comments.

20 MR. NOEL: Right. I supposed that we  
21 can accommodate pretty much any commonly used  
22 system out there and a lot of times it's helpful  
23 for us to know which system you're going into just  
24 because we typically know what to expect as far as

1 item number, item field creation or anything like  
2 that. Also we can help refer you to other  
3 libraries on the same system if there are questions  
4 about workflow and how do people load the records  
5 we can usually say well these guys are nearby and  
6 they're doing the same thing on the same system so  
7 talk to them. Even if they're not nearby they can  
8 often be a big help.

9 MS. BAYER: So it's kind of a fun  
10 presentation to follow up on the previous one with  
11 there were so many kudos, we also get a lot a good  
12 feedback. We do an annual survey of participants  
13 and I just put in a range of comments here.  
14 Basically thank you for this service, we wouldn't  
15 have a cataloging records without it. We use the  
16 CRDP for print and fiche. Oh, and another library  
17 really counts on it for the electronic records so  
18 they don't have to manually copy catalogue, I mean  
19 up to 350 each month.

20 Another librarian commented about how  
21 nice it is to have the records, you know, come on  
22 a timely basis and this last quote is from a FDLP  
23 Connections newsletter article, couldn't be  
24 happier with the service, it's helping my library.



1 For a library with a smaller collection, staff and  
2 budget this GPS is a real lifesaver. It allows me  
3 to wear all those hats and more hats it I'm sure  
4 every day, while making sure my community has  
5 access to the government documents they need and  
6 want and I am excited to see where this CRDP will  
7 go next. And basically were adding more  
8 libraries. We're giving any interested library  
9 the opportunity to join and also since the  
10 inception of the program the libraries are able to  
11 add the additional service of having holding set  
12 through OCLC. So if you have been an ongoing  
13 participant and don't have that and our interested,  
14 my contact information is forthcoming.

15 So here's just a summary of benefits.  
16 Did I mention that it there is no charge. What else  
17 can you get for free besides the expertise of a  
18 librarian. You can get the monthly set of  
19 bibliographic records that match the needs of  
20 patrons based on your carefully evaluated of course  
21 of FDLP item number selection profile. You get  
22 automatic updates to the CRDP profile when updating  
23 your item selection profile. You don't have to  
24 notify anybody. I've had a couple of questions and

1 I'm sure MARCIVE gets us all the time.

2 MR. NOEL: Sure. Right.

3 MS. BAYER: You know, someone said I  
4 just hope update of my FDLP item number selection  
5 profile, I need to let you guys know so I get the  
6 right number of records next month. Well, no we  
7 give that content, we can have in our databases at  
8 GPO to MARCIVE and MARCIVE does their magic and  
9 makes those records available. So that's a time  
10 saver there too. You get options to configure  
11 record types and outputs and there's an easy  
12 process through FDLP to get those records every  
13 month and you can update the CRDP profile twice  
14 annual if needed and that is after if you're a new  
15 participant you go through a test process to make  
16 sure everything is set up, at least at the beginning  
17 how you want it and then those two additional times  
18 give you the opportunity to change things as things  
19 change at your library.

20 And this last bullet is according to our  
21 annual CRDP survey the program gets consisted  
22 praise of excellent customer service which is a  
23 little disingenuous for me to say here. There have  
24 been several folks working with the CRDP at GPO

1 spearheaded by Laurie Hall who really got this  
2 program going and there have been several folks at  
3 GPO who have been the program coordinators for it.  
4 But I just I wanted to praise my MARCIVE  
5 representative Jim Noel and the other folks at  
6 MARCIVE including Vicki Hart who just left MARCIVE  
7 to work in a library again.

8 MR. NOEL: Yes, if you want a sales job  
9 at MARCIVE we have an opening.

10 MS. BAYER: Joan Chapa who many of you  
11 know from MARCIVE is stepping back in to work again  
12 with the CRDP more directly and then there's Wanda  
13 Leasman.

14 MR. NOEL: Wanda Leasman.

15 MS. BAYER: Leasman who works directly  
16 with Jim too and others from MARCIVE. When you ask  
17 them a question they're back with the answer  
18 immediately. So about a year ago we did institute  
19 some requirements for participation. At the  
20 beginning this was a pilot six years ago and we've  
21 learned that it is helpful to say there are some  
22 things we'd like you to do as a participant of the  
23 program. One is to communicate both with GPO and  
24 MARCIVE. If you've got a point of contact change

1 at a library, someone who needs to be notified every  
2 month to pick up their records, that's of course  
3 incredibly useful information to know. And there  
4 are some minimum participation requirements that  
5 GPO has set for libraries. One again is to have  
6 that point of contact. We asked libraries to  
7 retrieve, analyze, and load the monthly records on  
8 a timely basis. GPO is supporting your library's  
9 participation in the program so we do ask that you  
10 actually participate and process those records on  
11 a timely basis.

12 And we ask that libraries profile their  
13 FDLP item number selection profile to receive on  
14 average ten records a month. Now, you know,  
15 they're, you can't really tell, yes.

16 MR. NOEL: Most libraries get quite a  
17 bit more than that but, you know, sometimes you  
18 figure out pretty regularly you're only getting one  
19 or two records a month and you probably should do  
20 something then, pop it up even if their online  
21 titles.

22 MS. BAYER: And yes, I don't know if you  
23 know offhand, Jim, what the highest number of  
24 records is but it's in the thousands.

1                   MR. NOEL:     Right.     People who get  
2     pretty much everything including storage shelf,  
3     they've probably get a few thousand records a month  
4     but most people seem to fall into the mid like five  
5     or 600 records a month based on their options and  
6     their item selections.   We have a handful of people  
7     who are between zero and 20 so sometimes you have  
8     to look at them and say, you know, are you selecting  
9     the right things but we really don't get into that  
10    we just report.   Pierce the number of people who  
11    get this many records.

12                   MS. BAYER:   So in fiscal year 2015 we  
13    worked with about ten libraries, not all of those  
14    were getting fewer than ten records.   So we just  
15    had some issues with staff changes and picking up  
16    the records on a timely basis but that is something  
17    that we are tracking and we, GPO just for the record  
18    reserve the right to remove her participating  
19    library from the CRDP.   Remember there is no charge  
20    for library stupid dissipate, the GPO is supporting  
21    this through funds allocated by Congress for record  
22    distribution so I kind of think of it as if you're  
23    at a library and you haven't looked at your FDLR  
24    item number selection profile in a while and you're

1 getting lots and lots and lots of publications and  
2 they immediately go into closed stacks it's not the  
3 best use of resources because no one's going to use  
4 those things and if you are a CRDP participant and  
5 not picking up records that's a spot another  
6 library could take and make use of, participation  
7 actually is a requirement of the program. And we  
8 at GPO have an annual survey of participating  
9 libraries.

10 A few years ago we got 100 percent, this  
11 past year not so much so we will be contacting all  
12 those nonrespondents to see what's going on because  
13 we're at the beginning of a fiscal year again and  
14 this is an opportunity to reach out to all  
15 depositories. In the past we had the FDLP  
16 community website and there was a section there for  
17 the CRDP now where using the 2015 CRDP survey and  
18 all the information we have from MARCIVE just to  
19 update that contact list and then we'll call  
20 libraries too to make sure we have the most recent  
21 contact information so we can share information  
22 again about these participation requirements.

23 So here are the paths for the web pages  
24 both from FDLP.gov and for MARCIVE.com. I just

1 want to mention that the CRDP is a different service  
2 from the MARCIVE Shipping List Services.

3 MR. NOEL: Yes, we are. And it's also  
4 slightly different from our regular government  
5 document, GPO catalogue and service if you're a  
6 paying customer, just minor things that we can get  
7 into after the summary is done, but the shipping  
8 list service is still available but not through the  
9 CRDP if you wanted to buy it on your own and also  
10 participate in CRDP that's possible.

11 MS. BAYER: So I know there's at least  
12 one CRDP library getting the bibliographic records  
13 through that avenue but then buying the labels from  
14 MARCIVE so whatever works best for an institution,  
15 you know, all these options are available. And the  
16 last bullet is just to put it there, consider  
17 records in your ILS or catalogue. If you're in a  
18 consortia you may have access to records in a way  
19 that you wouldn't if you have a stand-alone catalog  
20 or if you're moving to something like OCLC, WMS,  
21 I encourage you to contact Jim, we encourage you  
22 to contact MARCIVE to make sure you're aware of all  
23 the options available just because there are  
24 additional options out there beyond the CRDP.

1                   MR. NOEL: Right, a lot of things that  
2 we're kind of referring to is if you're in a  
3 consortia environment sometimes it will be a lot  
4 of overlap within the library. We have a library  
5 right now that's about to join us empire of  
6 consortia load from us and so we have to remove them  
7 from that to be part of CRDP because we don't  
8 include the steps involved to make a merge with  
9 that. So library like that the libraries  
10 consortium needs to make sure that when those  
11 records are sent separately from the rest of the  
12 library's records this to problem, they just  
13 overlay it and add another holding information  
14 field. In general reference to the OCLC folks  
15 there's some options through OCLC to get records  
16 and so some people have chosen to say get all their  
17 online titles through OCLC's knowledge base and  
18 continue to get their profile physical format  
19 records through us in the CRDP, it's just, you know,  
20 different things that people prefer and we can work  
21 with you on that and it usually involves some  
22 coronation with OCLC as well but were all three talk  
23 about what's needed.

24                   MS. BAYER: So if from a currently



1 participating library and want to learn more,  
2 perhaps you're at a library that joined the CRDP  
3 we now have a list of folks who are available to  
4 be mentors or buddies. There are 12 folks who said  
5 yes, they're available to be of assistance to  
6 others and I still have to contact all those folks  
7 from the 2015 CRDP survey but we have information  
8 about them and their integrated library system so  
9 if you are interested in talking to a librarian from  
10 another or from a CRDP library contact us at GPO  
11 we can give you that contact information. I always  
12 encourage you to contact MARCIVE with technical  
13 questions.

14 MR. NOEL: Even if they're very  
15 seemingly simple or whatever it is you feel, don't  
16 be embarrassed about any kind of question at all,  
17 we'd rather get it straight in your mind early on  
18 and not have you wondering well, why does it go this  
19 way or why does it not go this way so don't hesitate  
20 to contact us.

21 MS. BAYER: Which I appreciate very  
22 much. You're welcome to contact GPO with any  
23 questions about the program and I just want to  
24 mention too if you haven't looked into this for a

1 while, review any activities to ensure that your  
2 library is meeting the minimum participation  
3 requirements. If you are interested in joining we  
4 developed the slide before we came up with two  
5 points of contact at GPO, thanks to Laurie Hall  
6 we're making sure we have more than one point of  
7 contact for a lot of things and in addition to me  
8 now it will be Laura Flint as well. So Laura, do  
9 you want to wave? So if you have any questions  
10 about the CRDP feel free to contact both of us and  
11 we'll be on emails.

12 The easiest way I think to do this and  
13 the most equitable way to do this is if you are  
14 interested right now in a free program is to email  
15 me, my email address is on there, we'll add Laura's  
16 on there on the next go around, especially if you're  
17 participating virtually you can email me. If you  
18 do not have access to email right now, you're in  
19 the audience if you could write something on a piece  
20 of paper and timestamp that somehow and hand that  
21 to me because we basically do this on first come  
22 first serve basis. If you're at all interested and  
23 not sure what you're library administration thinks  
24 please do email me or notify us anyway while you're

1 investigating this option, I just want to make sure  
2 you have the opportunity. And just to let you know  
3 we will not be back in the office to respond to those  
4 messages until Thursday.

5 So if you are interested in joining and  
6 you've contacted GPO to express an interest we  
7 encourage you to regear after the item number  
8 selection profile so you make sure that that your  
9 patrons are getting what they need. Based on an  
10 updated question management plan that was  
11 discussed in the last section and also you can take  
12 a look at that short and sweet and helpful CRDP  
13 profile guide with directions on how to set up your  
14 service within the CRDP.

15 One other thought here, I just want to  
16 mention that the catalogue and record distribution  
17 program is one option among many to get cataloging  
18 records. If your FDLP item number, selection  
19 profile has been whittled down so that you're  
20 really not selecting that many things to your FDLP  
21 item number selections you may just want to copy  
22 catalogue or find an alternative way to get access  
23 to online only records. The CRDP is free, it's,  
24 you know, it's a great opportunity but there are

1 many other options out there. You might want more  
2 customization and that there are other options from  
3 the vendors to get that. Some folks do like to copy  
4 catalogue so it's one option among many and  
5 certainly we at GPO can help you identify those if  
6 you're interested.

7 And I'd like to hand this over to Jim  
8 who said he's going to talk a little bit about the  
9 process.

10 MR. NOEL: Right. I just wanted to  
11 kind of go through the steps you see with the  
12 profiling form and then working with our staffer  
13 directly afterwards. The guide does give you some  
14 basic information of what we expect for answers for  
15 the questions on the form. But, you know, if it's  
16 totally unfamiliar to you because you're just not  
17 on the technical side and you don't have anybody  
18 helping you, just feel free to call us and we'll  
19 walk you through the information that we need and  
20 tell you what to get if you don't have it directly.

21 Usually it's a very simple things  
22 about, you know, do you need a holding code in one  
23 of the fields like 049 field, do you need this, do  
24 you need the file split, do you want only online

1 titles but if you didn't tell us about setting up  
2 a microfiche code, you're not good to get any  
3 microfiche, there's things like that that we can  
4 sort of help you through. Once you finish the  
5 form, when you first see the form there's a second  
6 box on the form that says put in a password here  
7 that you're going to use later and it's not  
8 something that we tell you, you just make it up at  
9 that spot and use it. Sometimes people expect us  
10 to provide one but if there's nothing there you  
11 just, you do it yourself and then from then on if  
12 you need to get back to the form you'll need that  
13 password.

14           Once you've submitted the form within  
15 a matter of hours both people at MARCIVE and people  
16 at GPO are notified that the form has been submitted  
17 and we'll pretty soon look at it and get back to  
18 you to let you know that we're reviewing it. Vicki  
19 Hart in the past and myself would look at it, now  
20 or will be Joan and make sure that everything makes  
21 sense, everything looks like we can understand it,  
22 if not we'll get back to you and say do you really  
23 mean this or you can't do this within the guidelines  
24 of the program but we can offer you this idea. And

1       once we get it all to where it's agreeable we'll  
2       go ahead and put it in process, in production and  
3       then within about a day or two usually I'll put  
4       together some test files and make them available  
5       to Wanda and Wanda is the usual person who runs the  
6       production of the files each month so she'll get  
7       it touch with you as a new participant saying  
8       welcome to the program, here are your first set of  
9       files based on what you told us, it's usually based  
10      on the most recent set of records and you've got  
11      pretty much about five days to tell us if they're  
12      good or not, if we need to make any changes.  If  
13      we don't hear from you in five days we'll assume  
14      everything's great and we'll put you in production  
15      for the next monthly run.

16                During the year we'll get files once a  
17      month from GPO, on the first day of the month and  
18      we spend a little bit time checking things but  
19      pretty much they're given to us right out of the  
20      CGP and we give them to you the same way.  We put  
21      aside, because they don't have OCLC numbers in the  
22      Historic Shelflist records so if you get those they  
23      will always be in a separate batch from the other  
24      file, the other records, you know, but they will

1 be, you know, modified to the way they did it.  
2 Usually there's going to be 1000 or so of those,  
3 it varies a bit depending on what's going on and  
4 the rest will be the regular current catalog from  
5 CGP. We put those out on the second week of the  
6 month, usually on Thursday night into Friday  
7 morning so you'll have those then and the messages  
8 go out to your designated people and then you've  
9 got two weeks to pick up the file. We always give  
10 you the link and there's a limited time where you  
11 can say oh, oops, I missed it and can you put it  
12 up again and we can but we rather you get it in those  
13 first two weeks and even if you can't load it right  
14 away just store somewhere.

15 What else was there, oh, as far as the  
16 two changes per year that sort of comes up when you  
17 do major changes locally or you've realized oh, you  
18 know, we really would benefit from a separate code  
19 for this situation, you know, we can do that no  
20 problem but if you have to do that several times  
21 we may tell you after the second time that oh, you  
22 have to wait until next year to do these next year  
23 so but those are not very frequent. Most people  
24 once they get their initial stuff done and see a

1 couple months of data there settled down and are  
2 pretty stable.

3 For people who are migrating over from  
4 being a current customer of MARCIVE and paid  
5 services we can also walk you through the form with  
6 you to make sure that everything looks as much as  
7 possible as like what you're getting now. In some  
8 cases people do change what they're doing so we  
9 don't expect to necessarily to stay the same but  
10 if you know you want it to look just like what you're  
11 already getting with minimal disruption I can  
12 review your summary right now with you and say well,  
13 here's what we're doing, you know, if it all makes  
14 sense to you then keep on going we'll just fill out  
15 the form this way so it will look the same way and  
16 then it will just be pretty smooth and seamless.  
17 There's a small difference in the monthly batches  
18 as far as what days of month they cover because the  
19 paying customer gets a monthly from like the 25th  
20 through the 24th of the following month where the  
21 CRDP is strictly a calendar month. So the first  
22 time you switch over there will be some overlap but  
23 other than that it's pretty much the same.

24 Anything else? If you have any



1 question about it just let me know, that's pretty  
2 much the typical run of how things go from beginning  
3 to being in production.

4 MS. BAYER: And Jim, you have a table  
5 out in the lobby.

6 MR. NOEL: That's right, I have a table  
7 out in the back there and we have some cards with  
8 more of this same information about how to sign up  
9 with the program and some of the high points of what  
10 the work benefits are. I'll be back in the office  
11 on Thursday also so you can start talking to me then  
12 about anything you're trying to do and if you're  
13 thinking about joining and not sure if you can do  
14 it in time go ahead and talk to us anyway because  
15 as Kathy says we do maintain a waiting list and  
16 people drop out periodically for various reasons,  
17 either they choose to drop out of the program or  
18 they, you know, have other issues come up and we  
19 just, you know, take the next person in line and  
20 say hey, there's an opening do you want to come on  
21 and switch over. And that can be done at any time,  
22 you just never know. So do sign up if you're  
23 interested.

24 MS. BAYER: Thank you very much.

1 MS. PRITCHETT: Do we have questions  
2 from council?

3 MR. CISMOWSKI: David Cismowski,  
4 California State Library. It's not so much a  
5 question but a comment. I just really believed  
6 that this is one of the most valuable things that  
7 GPO does for depository libraries and I hope that  
8 it continues into the future indefinitely. One of  
9 the discussions that often happens at these  
10 meetings is what exclusive benefits do depository  
11 libraries have that non-depository libraries do  
12 not have. And we've struggled with this over the  
13 years to try to identify current exclusive benefits  
14 and also potential future exclusive benefits and  
15 when you think of that we in California council are  
16 selectives about talking to your library directors  
17 about dollar value. Do a dollar analysis of what  
18 you get from this program that nobody else gets if  
19 you're not a depository library and sometimes it's  
20 difficult to actually affix dollar values on this  
21 program. There are certain exclusive benefits  
22 such as the tangible publications that you get that  
23 otherwise you would have to pay to get. Well  
24 tangible publications aren't as attractive as they

1 used to be years ago. People don't want them as  
2 much. So that's eroded.

3 We used to get a lot of databases that  
4 are produced by the federal government that the  
5 federal government charges for, well that's eroded  
6 over time to. The subset of NTIS that we used to  
7 get went away. Stat-USA disappeared, USA Trade  
8 online just I think this month became free, climate  
9 logical data, the weather service used to charge  
10 for that and now it's free so that's gone away but  
11 cataloging is really important to libraries and  
12 what I have encouraged people to do, depository  
13 coordinators to do is figure out how much time  
14 you're cataloguers would have to spent if you had  
15 to do copy cataloguing on all of the stuff that you  
16 get from GPO including the electronic publications  
17 that you have in your profile.

18 And add all those dollars together and  
19 talk to your library directors and say that because  
20 we get free cataloging records from GPO, because  
21 we are a depository we're saving this amount of  
22 money and that's a very effective thing for people  
23 to do. I mean training is often mentioned as a  
24 benefit but the training that's up on the website

1 can be accessed by anybody, whether you're  
2 depository library or not. And so that's not  
3 really an exclusive benefit but this is and it's  
4 so important, thank you.

5 MS. BAYER: David, thank you.

6 MS. PRITCHETT: Hallie Pritchett,  
7 University of Georgia. I'd like to echo David's  
8 statements, we have several of our smaller  
9 depositories in Georgia who are members of the  
10 program and they absolutely love it. Their  
11 directors love it because again it is free. They  
12 did a session at our annual meeting last year and  
13 generated quite a bit of interest and help some of  
14 our smaller depositories as well so they may well  
15 be on your waiting list. So thank you for that,  
16 it's a great opportunity especially for some of our  
17 smaller selectives.

18 MS. BAYER: Thank you, Hallie.

19 MR. SHAW: This is Jim Shaw at the  
20 University of Nebraska at Omaha. And I am a huge  
21 believer in cataloging documents. I mean if you  
22 want to make your documents accessible either  
23 physical on the shelf, in a cabinet, online getting  
24 records in your catalog is the way to do it. I'm

1 a librarian who spent about a decade looking at new  
2 serial titles every month and picking off records  
3 out of OCLC for the electronic documents, doing it  
4 manually. And now my library switched over to OCLC  
5 WMS and we've just flipped a switch and the  
6 knowledge base there and those records are just  
7 magically appearing every month and I'm not having  
8 to do it manually which is cool. We still buy  
9 labels from MARCIVE for the physical things.

10 So I guess what I would urge people to  
11 do if you're at a library that is still at times,  
12 you know, struggling with how do we allocate our  
13 staff, how do we deployed ourselves to catalog, to  
14 manage and all that there are some options out there  
15 that have opened up in just the last couple of years  
16 for addressing some of those issues. And some  
17 combination of these options might be what you  
18 need. So if it's been a while since you've thought  
19 through how you're processing, cataloging, and  
20 handling things including the electronic it's a  
21 good time to circle back and take another look.  
22 Contact the folks at GPO, at a minimum at least  
23 think through what your options are now. If you  
24 are doing things the way that you did them, you

1 know, even five years ago it's time to stop and  
2 think again because there are some laborsaving  
3 things out there that weren't there before, it may  
4 come back to your benefit in the value ultimately  
5 is to your patrons.

6 You know, if third records for the  
7 documents just flowed into their search results  
8 just like any other kind of library resource you're  
9 pretty much guaranteed people are going to see it,  
10 they're going to be using it and they'll appreciate  
11 it. So that's my speech and sermon for the  
12 morning, thank you.

13 MS. PRITCHETT: Hallie Pritchett,  
14 University of Georgia. Any other questions from  
15 council, is that Kate, okay.

16 MS. IRWIN-SMILER: Kate Irwin-Smiler,  
17 Wake Forest. I have a question and I think this  
18 is probably a question for, I don't know if it's  
19 for Kathy were Jim. The CRDP profile that you set  
20 up initially, I understand that once you set up your  
21 profile with MARCIVE any changes that you make to  
22 your item selection profile update automatically.  
23 So the initial profile that you need to set up with  
24 CRDP is that a profile about your ILS, the system

1 that things are going into, it doesn't have  
2 anything to do with your item selections?

3 MR. NOEL: That's correct. The item  
4 numbers, once we realize you're about to start  
5 coming on board, I flip the switch to add you to  
6 our list of item number profiles we'll actually  
7 looking at and it's for the profile you're looking  
8 at is strictly about your system requirements.  
9 Now where does the OCLC number go, where does this  
10 number go, does it stay just in the 086, do you have  
11 a 099, you know, things like that. So it's all  
12 about what do you need the records to look like  
13 rather than what your item number is.

14 MS. IRWIN-SMILER: Okay. So that's  
15 something I would need like a cataloguer guy to do?  
16 Cool.

17 MR. MATHESON: This is Scott Matheson.  
18 Kate, it's something your systems person has done  
19 over and over and over again with everyone to your  
20 vendors. So every time you get shelf ready books  
21 from somebody, every time you get serials  
22 aggregation service, all of those are record and  
23 so I would say this is one of the simpler setup forms  
24 are filled out at as a systems person.

1 MS. IRWIN-SMILER: This is Kate.  
2 Something for you, Scott.

3 MR. MATHESON: Yes.

4 MS. PRITCHETT: Hallie Pritchett,  
5 University of Georgia. We're coming close to the  
6 end of our session, I do want to give the audience  
7 a chance to ask any questions so yes, I guess we  
8 have a virtual question. Go ahead.

9 MS. DAHLEN: This is Ashley, GPO. We  
10 actually have four questions but in the interest  
11 of time I'm going to try and get the ones that have  
12 not kind of already been addressed. This one is  
13 from Cheryl Payne. How dependent is this service  
14 on GPO funding? You mentioned that the contract  
15 is five year but does renew on an annual basis.

16 MS. BAYER: This is Kathy Bayer at GPO.  
17 GPO is committed to continuing this program as long  
18 as we get funding which is dependent upon  
19 allocations from Congress. We are committed to  
20 continuing it. The way the contracts work at GPO  
21 is they're set up for five years with one year to  
22 start with and then four extension years, that's  
23 just the way things are typically done with the  
24 contracts. Laurie, please correct me if I'm



1       inaccurate about that. Laurie is saying yes  
2       that's right. So that's a typical contract. It's  
3       just so that we can monitor progress and make sure  
4       that things are going well but every time we talk  
5       about it basically the conclusion is we are  
6       committed to continuing to budget for this, to  
7       provide for this as long as there is demand.

8               MS. DAHLEN: Ashley Dahlen, GPO.  
9       Would it be easy to switch from paying MARCIVE for  
10      this service to get it for free?

11             MR. NOEL: This is Jim Noel, it's  
12      relatively easy. The main constraints are, are  
13      there openings in the program that you can switch  
14      into and then working up, we'll coordinate with you  
15      with the end of your subscription if you're still  
16      the middle of the term. Usually people are not at  
17      the point of ending one to start the other so we  
18      do work out a proration for the existing service  
19      and then as I said we'll work with you on the form  
20      to make sure that your new CRDP records will match  
21      as much as possible the old regular market records.  
22      So we try to make it easy.

23             MS. BAYER: This is Kathy, I'd like to  
24      add to that. Kathy Bayer from GPO. If you're in

1 that position please contact both MARCIVE and GPO,  
2 I just want to make sure that you are on the GPO  
3 waitlist and then you get all of the wonderful  
4 details about how to do it from MARCIVE.

5 MS. PRITCHETT: Hallie Pritchett,  
6 University of Georgia. We've reached the end of  
7 our time for this session, let's once again thank  
8 our speaker for both sessions, Scott and Rich and  
9 Kathy and Jim. We will be taking a break. Our  
10 next session in here starts at 10:30 which will be  
11 on council session on maps so we'll hopefully see  
12 you then, thank you.

13 (Whereupon, the above-entitled matter  
14 went off the record at 10:01 a.m. and resumed at  
15 10:33 a.m.)

16 MS. PRITCHETT: All right. We're  
17 going to get started here. Welcome to the council  
18 session on maps, mapping the nation and beyond,  
19 maps from the federal government. This session  
20 came out of a conversation I had with GPO earlier  
21 this year about retention and superseded maps that  
22 have been distributed through the FDLP. As many  
23 of us know within the past decade and particular  
24 within the past few years many maps and map series

1 have gone from being published in paper to being  
2 published electronically. Most recently nautical  
3 charts which as of this past April or no longer  
4 being published in print.

5 The concern was whether or not  
6 regionals in particular intended to keep  
7 superseded maps or at least the last printed  
8 edition of a map that is now published  
9 electronically. In reality while many if not most  
10 of the largest map libraries and map collections  
11 in the country are federal depository libraries  
12 many of them are not affiliated with regionals. So  
13 the question is not whether the regionals plan to  
14 retain superseded maps but instead which map  
15 libraries and map collections retain and will  
16 continue to retain various addition of maps.

17 Today I am going to discuss the types  
18 of maps produced by the federal government found  
19 in libraries, evaluate the pros and cons of paper  
20 maps versus online maps and make the case for  
21 retaining paper maps. My colleague, Carol  
22 McAuliffe, head of the map and imagery library at  
23 the University of Florida will be joining us  
24 virtually to talk about ALA MAGIRT's plans to

1       revise their guide to US map resources and how that  
2       will help identify potential FIPNet partners who  
3       would specialize in maps.

4               First I'll talk about federally  
5       produced maps and libraries.       The federal  
6       government is one of the largest producers of maps  
7       and geospatial resources in the world.       Maps make  
8       up approximately 6 percent of all classes available  
9       for distribution to federal depository libraries.  
10       Many of these are no longer produced in paper.  
11       This number refers strictly to cartographic  
12       classes, it does not include maps that are  
13       published in other documents such as maps in  
14       pockets or maps published in serial sets.       Maps are  
15       produced by many agencies for many purposes, here  
16       are some examples.       The serial set is full of maps.  
17       According to the serial set its makeup and content  
18       edited by Andria Severson, there are over 55,000  
19       map titles in the serial set and American State  
20       papers representing over 70,000 individual map  
21       sheets.

22               The maps range from simple to complex,  
23       many are black-and-white and some are in color,  
24       many maps are folded to fit a standard size serial

1 set volume, in fact folded quite small which can  
2 be problematic with the larger maps. The larger  
3 the folded map the harder it is to refold it without  
4 damaging it. Some libraries have solved this  
5 problem by removing the maps from their respected  
6 volumes and housing them in map cases. Serial set  
7 maps are published by a variety of the agencies on  
8 a wide variety of topics with the US Army Corps of  
9 Engineers and the US Geological Survey being the  
10 largest productions of maps. The map shown here  
11 are a plate from the Atlas to accompanied the War  
12 of the Rebellion series which of course in the South  
13 is kind of a big deal, which was published as part  
14 of this serial set as well as the standalone set.

15 The Census Bureau has long produced a  
16 variety maps including black maps, metropolitan  
17 area maps, congressional district maps and general  
18 reference maps such as the one shown here. And  
19 this is the back of that map. The Census Bureau  
20 also issues atlases although not necessarily for  
21 every decennial census but we do have census  
22 atlases in our collection dating back to 1870 which  
23 have some really lovely maps in them. Started with  
24 the 2000 census most of their maps are available

1 in electronic format only.

2 The US Department of Agriculture has  
3 been producing soil survey maps which provide  
4 detailed reports of the soils in an area since a  
5 very late 1800s. Soil surveys are used by farmers,  
6 real estate agencies, land-use planners, engineers  
7 and others who need information about the  
8 composition of soils in an area. The different  
9 colors depict the areas or the different types of  
10 soils and depending on the composition of the soil  
11 in the area depicted on the map some of these  
12 earlier maps in particular can be quite colorful.  
13 Soil surveys are now exclusively available online  
14 by the USDA's web soil survey.

15 The Forest Service publishes maps of  
16 the nation's forests and grasslands and this is a  
17 map of the Oconee National Forest in Georgia. The  
18 National Park Service also produces maps and  
19 brochures with maps in them for its parks and  
20 monuments. And I am sure that I am not the only  
21 documents librarian who has visited national park  
22 and picked up one of these brochures just because  
23 in case my library's copy went missing. See.  
24 Federal Aviation Administration issues a variety

1 of aeronautical charts for navigation of the  
2 nation's airspace. Some of these are issued on  
3 CD's or DVDs these days but many are still issued  
4 in paper and all of these are still updated quite  
5 frequently.

6 Interestingly the agencies that  
7 produced the largest number of maps did not  
8 distribute them through the FDLP until the 1980s.  
9 Instead the US Geological Survey, the Army Map  
10 Service which later became the Defense Mapping  
11 Agency, and the National Ocean Survey all have  
12 their own depository programs that made maps and  
13 map sets available to libraries. The US  
14 Geological Survey was established in 1879 and  
15 started mapping the country in the 1880s. Their  
16 depository program started in 1895. It  
17 distributed mainly topographical maps and multiple  
18 scales as well as certain thematic maps to  
19 libraries throughout the country. Their  
20 depository program did not include maps issued  
21 protect series such as the USGS Bulletin or  
22 professional papers, instead those publications  
23 were actually issued through the FDLP.

24 Their older index map include listings

1 of map reference libraries where USGS maps could  
2 be consulted. This index of topographic map in  
3 Georgia from 1959 lists the USGS map depository  
4 libraries in the state which at the time included  
5 UGA, Emory University and Georgia Tech. Due to the  
6 printing methods at the time some of the older USGS  
7 topo quads are really quite lovely. These two maps  
8 from 1945 show parts of Washington D.C. including  
9 the National Mall and Arlington, Virginia which of  
10 course is where we are. The map on the left you  
11 can see the Pentagon at the very top and of course  
12 our hotel is, where were at now was an empty field  
13 back in 1945.

14 And this is one of my favorite maps,  
15 it's the Right Angel Quadrangle from 1903 which  
16 depicts part of the Grand Canyon. On a topographic  
17 map elevations are indicated by contour lines.  
18 The contoured lines in a flat area relatively far  
19 apart while the contour lines in a steep area are  
20 close together. Because the Grand Canyon is so  
21 deep of course if you've not been there you've  
22 certainly seen pictures, the contour lines on this  
23 map are very, very close together which creates the  
24 very unique look of this map. And as someone from



1 Minnesota who spent most of my life in Minnesota  
2 I think this looks like an agate, if you don't know  
3 what an agate is look it up. It looks like that.

4           On the opposite end of the spectrum is  
5 the Rozel Point Southwest Quadrangle, no contoured  
6 lines here. I always like showing both of those  
7 to students, they get a kick out of that. Even  
8 though this map looks pretty blank it actually has  
9 quite a bit of information. Well obviously there  
10 are no landmasses in this particular area because  
11 it's located in the middle of the Great Salt Lake.  
12 It has coordinates so you actually know where this  
13 is in relation to everything else. While you can't  
14 see it on the screen there are depth indicators on  
15 the map in the water area, well all the water area.  
16 And I understand that one point that this was USGS's  
17 best-selling map, some cartographic humor.

18           USGS stopped printing paper  
19 topographic maps in 2006 in favor of the digital  
20 US topo which I'll discuss in a few minutes. And  
21 these are the last two printed editions of the  
22 Athens East and West quads from Athens, Georgia.  
23 And they also illustrate my personal theory of topo  
24 quads that the area you're looking for is always

1 on the edge of the map, never in the middle and so  
2 when this one Athens is cut right down the middle,  
3 in fact it goes right down the middle of campus to,  
4 so.

5 Another map depository program was run  
6 by the Army Maps Service which was part of the Army  
7 Corps of Engineers. After World War II the Army  
8 Map Service deposited hundreds of thousands of  
9 surplus maps, as well as maps captured from Nazi  
10 Germany and Imperial Japan in academic libraries  
11 throughout the country. The AMS map depository  
12 program was a significant factor in the expansion  
13 of academic map libraries and collections and these  
14 maps remained the core of some of their countries  
15 largest map collections including UGA's. For most  
16 of its existence the program was named the Army Map  
17 Service. In 1968 it became the Army Topographic  
18 Map Command or TOPOCOM which I think is kind of a  
19 cool name and in 1972 it became the Defense Mapping  
20 Agency.

21 Maps distributed to the program  
22 included surplus maps, World War II caption maps  
23 and maps of areas outside of the United States and  
24 so here are some examples. This is a sheet from

1 the France 1 to 100,000 set from 1947 and although  
2 it's not marked on the map itself this map shows  
3 the areas of D-Day, Omaha Beach and Utah Beach.  
4 This is a sheet from a capture topographic map set  
5 from Germany and some of the sheets actually still  
6 have their original property stamps as shown here,  
7 also you can see the AMS stamp right next to it.  
8 And this is a Japanese captured map showing the  
9 various islands, the Carolina Islands, Archipelago  
10 in the South Pacific.

11 As I mentioned earlier the Army MAP  
12 Service deposited maps of errors outside the United  
13 States and this is obviously far outside of the  
14 United States as you can get. What I was actually  
15 referring to for the maps they distributed more  
16 maps and map sets of foreign countries but they did  
17 distribute maps of the moon as well. And I chose  
18 this one just because it's kind of dramatic but also  
19 in the lower right-hand corner you can see the Army  
20 Map Service Depository map stamp if you look  
21 closely.

22 The last map depository program was  
23 National Ocean Survey it did not start distributing  
24 maps through the FDLP until 1988. The National

1 Ocean Survey is part of NOAA and they published  
2 nautical charts for the marine waters of the United  
3 States and its dependencies, the Great Lakes and  
4 certain other navigable waterways. They're  
5 nautical charts are superseded frequently, often  
6 several times a year and as I mentioned earlier as  
7 of April nautical charts are no longer published  
8 in paper. This is a 1944 nautical chart of the  
9 Savannah River and Wassaw Sound on the Georgia,  
10 South Carolina coast from UGA's collection and this  
11 is the 28th edition of this particular nautical  
12 chart, the first one was published in 1855.

13           Depository libraries and map libraries  
14 often hold other federally produced geospatial  
15 products that were not distributed through any  
16 depository program. Perhaps the most common of  
17 these are area photographs produced by various  
18 programs of the US Department of Agriculture. The  
19 USDA and other federal and local government  
20 agencies started systematically flying the country  
21 in the 1930s and continued to do so today.  
22 Negatives of their photographs prior to 1955 are  
23 held by the National Archives, negatives for photos  
24 after 1955 are available from the USDA Farm Service

1 Agency aerial photography field office. Aerial  
2 photographs in general were not issued to the FDLP  
3 although USGS did issue some orthophotos on CD and  
4 it includes an orthophoto layer on their digital  
5 US topo maps.

6 At UGA are 240,000 plus air photos of  
7 the State of Georgia came from a variety of places,  
8 many were gifts from County field office while  
9 others were purchased of fill in gaps and I suspect  
10 other libraries obtain their air photos through  
11 similar circumstances. And I chose these two  
12 photos of campus, the one on the left is from 1951  
13 because it is the first air photo of campus that  
14 shows our main library building which had been  
15 built a few years prior and that's what I'm located.  
16 And then the one on the right is actually from 1980  
17 and if you look closely at it, it was during a game  
18 day and so you can see all the cars and people in  
19 the stands, and if you know anything about Georgia  
20 football you know there's a little teeny Herschel  
21 Walker running around out there. That's football  
22 in Georgia and you've got to know stuff like that.

23 In recent years the federal government  
24 has become a major producer of GIS data which is

1 stated that includes geographic components, shape,  
2 files and other resources that can be used in a  
3 geographic information system such as Esri's  
4 ArcGIS. While GIS data is not the deposited in  
5 libraries through the FDLP it can usually be  
6 downloaded for free from a variety of agency  
7 websites such as the Census Bureau's, geography  
8 site at the USDA geospatial data gateway and  
9 geoplatform.gov a one-stop for geospatial data  
10 from various government agencies.

11 Now, all the maps I've shown you so far  
12 have been digitized versions of paper maps, mostly  
13 for my collection. As we know many maps and map  
14 series distributed through the FDLP now are  
15 available on the electronic format only, but some  
16 are still distributed in paper. There are pros and  
17 cons to each of these formats and so let's take a  
18 look. Here are some of the pros for online maps.  
19 Online maps are often updated more frequently than  
20 paper maps, sometimes even continuously. There  
21 are a wider variety of maps available online than  
22 many libraries have in their paper collections.  
23 Online maps are accessible from many devices and  
24 you don't have to visit a library to view them.

1 Online maps are often interactive or customizable  
2 so the users can create maps to suit their specific  
3 needs with relative ease. And perhaps most  
4 importantly in this era of increased demand for  
5 study space, online maps do not take valuable floor  
6 space in a library. However you need some sort of  
7 electronic device to access online maps. If that  
8 device's battery dies or if you're in a Wi-Fi dead  
9 zone you do not have access to your map.

10           If you want to fit print a digitized map  
11 to scale you need access to a large format printer  
12 which is something many libraries don't own. You  
13 often cannot see the extent of large areas on online  
14 maps or you can't see it with enough detail to be  
15 useful. Devices such as iPhones or iPads or even  
16 laptops are not large enough to see an entire  
17 digitized map in any detail. In the picture here  
18 the map on the laptop screen is actually a digital  
19 copy of the one on the table. The actual map which  
20 is an USGS topo quad really is not all that big,  
21 is larger than the iPhone, iPad and laptop  
22 combined. And finally not all maps, particularly  
23 historical maps are available online. This can  
24 create challenges when doing historical research

1       online.

2                   On the other side here are some of the  
3       pros for paper maps. Paper maps can be easier or  
4       more practical to use. Your local map library can  
5       probably pull up topo quad faster than you can find  
6       it online and anyone who comes to UGA I will take  
7       you up on that challenge. And if you use a USGS  
8       topo quad while you're hiking in you drop it in the  
9       mud and then drop it into the river you're only out  
10      about 10

11                   bucks, do you know what happens if you  
12      drop your iPhone in the river? And a caveat to  
13      that, if you take a map on a hike in those conditions  
14      it better not be one of the libraries copies.

15                   Finally paper maps require no special  
16      equipment to use except the occasional magnifying  
17      glass. However paper maps in general are not  
18      updated nearly as frequently as many online maps,  
19      if they're updated that all. Paper maps are an  
20      inherently fragile format, they're printed on a  
21      single sheet of paper which is often not very good  
22      paper which makes them all too easy to damage.  
23      Libraries need specially equipment specifically  
24      map cases to properly house paper maps. Libraries



1 need a certain amount of staff expertise to manage  
2 a paper map collection and paper map collections  
3 take up a lot of a libraries valuables floor space.

4           So now that we've looked at the types  
5 of maps held by depository libraries and consider  
6 the pros and cons of online paper maps, I'd like  
7 to make the case for retaining and preserving paper  
8 maps. So why don't libraries want to retain paper  
9 maps? Well, there are many issues from space  
10 issues, housing issues, lack of staff expertise,  
11 lack of use, online availability or some  
12 combination of all of the above. Let's take a look  
13 at each of these. Ideally maps should be filed  
14 flat in map cases such as the one shown here rather  
15 than rolled or folded. Folds create weak spots in  
16 maps which leads to tears. Worse maps that never  
17 get unfolded may eventually become brittle and  
18 impossible to unfold without damaging or breaking  
19 the map.

20           But map cases take up a lot of space,  
21 map cases that hold a 3 foot by 4 foot folder which  
22 is a standard, apparently standard size in  
23 libraries take up close to 16 square feet of floor  
24 space each and need an additional 5 feet of

1 clearance in front to open the drawers fully. Map  
2 cases are also very heavy. A fully loaded 15  
3 drawer map case can weigh upwards of a ton. This  
4 can create load bearing issues for libraries that  
5 have lots of map cases and this is also why many  
6 large map libraries in collections are housed in  
7 basements or subbasements or at least in some place  
8 on grade. And we're lucky, we're in a subbasement  
9 with windows, so.

10 Stacking map cases higher than 15  
11 drawers can create safety issues and most people  
12 don't need to his use a stepstool or ladder to get  
13 to the top drawer of a 15 drawer map case, anything  
14 taller than that they do. Now, this is a picture  
15 of some of the map cases at the former UGA map  
16 library which at the time was housed at the  
17 warehouse with 15 foot ceilings. That particular  
18 row of map cases was stacked 25 drawers high which  
19 is almost 7 feet tall and as you can see you had  
20 to stand at the very top of that ladder to get to  
21 the top drawers and I don't know if you can see this  
22 closely but that ladder only had a railing on one  
23 side, yes.

24 As someone who is deathly afraid of

1 heights this setup gave me nightmares and I also  
2 made my staff get the stuff on the top of the cases,  
3 but told them to be careful. Map cases themselves  
4 can only hold so many maps, each drawer is about  
5 2 inches deep and you can't have anything sticking  
6 over the top of the drawer or it won't close. And  
7 finally map cases are expensive, a single 15 drawer  
8 map case can cost thousands of dollars in libraries  
9 with more than a few maps will often need more than  
10 a single map case.

11 Another reason libraries don't want to  
12 keep paper maps as they feel they don't have the  
13 staff expertise available to properly maintain or  
14 provide reference service for their collection.  
15 With maps all reference questions revolve around  
16 location as in I need a map that shows the  
17 population density of Minneapolis or I need a map  
18 of Washington D.C. that shows the National Mall.  
19 To provide good reference service for map related  
20 questions librarians need to know the basis of  
21 scale which refers to the relationship between the  
22 distance on a map to the corresponding distance on  
23 the ground, coordinates, the set of values that  
24 show an exact geographic position often shown on

1 maps in degrees, minutes, and seconds and  
2 projection, how the round Earth is depicted or  
3 projected onto a flat map. You also find that most  
4 patrons are looking for local information and this  
5 can be challenging if you're not a native of the  
6 area in which her library is located. Although on  
7 the plus side it does help you to get to know the  
8 area better.

9 Maps also have unique copying,  
10 printing, scan and scanning issues particular if  
11 the user wants to copy, print or scan an entire map.  
12 Color is an essential component in maps which means  
13 you need to have a color copier available and the  
14 flatbed scanners found in most libraries are  
15 nowhere near large enough to scan a map in its  
16 entirety. To do so you need a large-format scanner  
17 or sizable camera tripod set up and this may not  
18 be practical for many libraries.

19 Concerns about staff expertise extend  
20 to cataloging. Map cataloging presents some  
21 unique issues that often scare away even the most  
22 experience catalogers. Working with mathematical  
23 fields such as scale, coordinates and projection  
24 can be daunting as can decipher in the map related

1 fields in the bibliographic record such as the 255  
2 from mathematical data or properly describing a map  
3 in the 300 field. If your library has more than  
4 a few maps you also need to decide how to file them,  
5 alphabetically by SuDoc Gore by Library of Congress  
6 call number. Following maps by LC call numbers  
7 groups and geographically which makes browsing  
8 easier but it also means that your cataloger of may  
9 have to create a call number if there's not one  
10 already in the record. If you copy, catalogers  
11 sometimes got it from a different source and this  
12 can be very time consuming.

13 Libraries also don't want to retain  
14 paper maps because they may not be getting used for  
15 a variety of reasons. Like all government  
16 documents maps are hard-to-find if they're not  
17 catalogued. If there isn't some sort of record in  
18 your online cataloger of finding it on your website  
19 then that map may as well not exist. Maps are also  
20 hard to find if they're filed by SuDoc number  
21 because again people are usually looking for map  
22 of a location rather than by the agency that  
23 produced it.

24 Maps can also be hard to find if they're

1 filed by title since map titles can be a bit that  
2 vague. At UGA we have hundreds of maps entitled  
3 Georgia. We assume that they're talking about the  
4 state itself but there is also a country name  
5 Georgia and we don't nearly have nearly as many maps  
6 of that but, you know, we do and of course that UGA  
7 we assume they're always talking about the state  
8 but other places may be different.

9 Maps may also not be used because  
10 they're out of scope for your library. One example  
11 is the Bureau of Land Management, Surface  
12 Management and Mineral Management maps. The BLM  
13 specifically deals with the western states. As I  
14 mentioned earlier most users are looking for local  
15 information so if your library is east of the  
16 Mississippi and you receive these maps chances are  
17 they're never going to get used. Lastly in an era  
18 where just about everyone has a cell phone or some  
19 other electronic device that allows them to find  
20 maps online, a paper map may simply be perceived  
21 as an obsolete format.

22 Which leads me to the next reason  
23 libraries do not want to retain maps, the ever  
24 increasing availability of maps online. The map

1 shown here are the topographic and orthoimage  
2 layers of the Athens west US topo quad. The US topo  
3 replaced the seven and a half minute paper series  
4 and 2009. US topo maps are published as GEO PDFs  
5 which are layered PDF files with geospatial  
6 extensions. US topo's are updated on a three year  
7 cycle which is far more frequent than the 20 to 30  
8 year cycle for the paper topo quads. In 2011 USGS  
9 started a project which has since been completed  
10 to scan all of their 1 to 250,000 scale enlarger  
11 topographic maps published between 1884 and 2006.  
12 This made approximately 200,000 topo maps complete  
13 with federal geographic data committee compliant  
14 metadata publicly accessible and downloadable, a  
15 tremendous benefit for researchers.

16 However an unintended consequence of  
17 this project is that because these maps are readily  
18 available online depository libraries across the  
19 country have been doing massive weeding of their  
20 USGS topo maps. Another resource for scanned maps  
21 is the MAGIRT map scanning registry which is a  
22 combined effort with the Western Association of Map  
23 Libraries. The registry lists over 140 map  
24 scanning projects done by libraries all over the

1 country including the Library of Congress and some  
2 of the projects here are large and some of them are  
3 small.

4 I hope you can read this cartoon. When  
5 this cartoon came out in the MAGIRT newsletter  
6 Baseline earlier this year I think all of my map  
7 librarian colleagues and I both laughed and cried  
8 over it because this scenario has become an  
9 unfortunate reality for map collections. I don't  
10 know if you can see it or not but basically the poor  
11 maps are crying because they think they're going  
12 to be thrown away, so yes. And the map librarian  
13 insists he's going to save him but then they're  
14 saying that well what if the administrator wants  
15 to space, so yes.

16 But I believe that a case can be made  
17 for retaining paper maps. This is a map from our  
18 collection showing the results of all of the  
19 presidential elections from 1789 to 2008. It's a  
20 pretty good size map about probably 3 feet by 4 feet  
21 so you can see the detail of each of the smaller  
22 maps. Now it's one thing to tell people the  
23 results of the presidential election and which  
24 states the winners carried, but being able to show



1 the results on a map and being able to review a  
2 series of maps side-by-side showing the election  
3 results tells a far more compelling story of the  
4 history of politics in our country. This is an  
5 1810 map of Georgia from the Library of Congress,  
6 it's very pretty, I'm sure it's hand-drawn and  
7 colored, but it's also been superseded many times  
8 over. George's County's look nothing like that  
9 today. So are we going I rid of this? Well of  
10 course not, it's from 1810 and it may be one of a  
11 kind, very valuable. Plus it is an obsolete  
12 because it tells us what Georgia look like at this  
13 point in time, it's a snapshot of the state's  
14 geographic history and of great value to  
15 researchers.

16 Now this is a map of the Washington D.C.  
17 area from 1947. It too has been superseded many  
18 times over. Do we get rid of this map because it's  
19 no longer accurate? If you have people doing  
20 research on transportation and roads in the D.C.  
21 area this map is very valuable because it shows the  
22 area post World War II but pre-interstate highway.  
23 This map was also produced by the Federal Work's  
24 Agency towards the end of that agency's existence.

1 So it would be great interest to researchers  
2 studying the history of public works agencies  
3 created during the Great Depression and how they  
4 were dissolved after World War II.

5 Now these two maps show part of the  
6 Chattahoochee River in Georgia before and after it  
7 was damned in 1956 to create Lake Lanier. As a side  
8 note from Minnesota of course they have 10,000  
9 lakes, in Georgia they damn up rivers and call them  
10 lakes, to me those are not lacks but yes. Yes.  
11 The area circled on both maps is the town of Flowery  
12 Branch and it's a good reference point to see how  
13 the damning of the river had a dramatic effect on  
14 the surrounding area. Now you wouldn't be able to  
15 see the extent of either of these maps on your  
16 computer screen let alone see in them side-by-side  
17 and you really do need to see the actual maps in  
18 their actual size side-by-side to compare and  
19 contrast what the area looked at before and after  
20 the lake itself was created, what they call a lake.

21 So in summary maps are a data  
22 visualization tool, they can make data much easier  
23 to see and comprehend than a spreadsheet or  
24 narrative. Superseded maps show how areas have

1 changed over times, something that is an interest  
2 in many disciplines. Not all maps, especially  
3 historic maps are available online and historic in  
4 this context includes maps that aren't all that old  
5 yet still aren't available online. You do not need  
6 an electronic device to use a paper map and probably  
7 most importantly researchers of all types value  
8 paper maps, every time I put something out on a  
9 table and this was the same when I worked at the  
10 University of Minnesota or even at UGA someone  
11 always stopped to take a look at it and spent some  
12 time looking at it so researchers, everyone just  
13 loved paper maps.

14 Finally if you do intend to weed your  
15 map collection here are some things to consider.  
16 Consult with your regional depository coordinator  
17 first they'll be able to tell you how the discard  
18 process works in your state or region and if there  
19 are any special instruction for maps. In Georgia  
20 we require our selectives to list all maps on  
21 discard list whether or not they are on the  
22 superseded list because we intend to retain all  
23 editions of all maps. We've also created a needs  
24 list of our USGS topo quads in all scales. With

1 so many of our selective weeding their topo quads  
2 it's much easier for us to send them a needs listed  
3 than for them to have to list what they want to get  
4 rid of and for us to check every single topo quad  
5 they intend to discard.

6           Consider how the maps in your  
7 collection are used, most libraries will find that  
8 local maps get the heaviest use and those are the  
9 ones that you probably want to keep. Don't  
10 automatically assume that you need to get rid of  
11 previous or superseded editions of maps, those are  
12 often heavily used by people doing site analysis  
13 or similar research that need historical  
14 information on a particular area. Check with  
15 departments at your institution to see if they  
16 still use the paper maps in their collection or if  
17 downloaded print on demand from USGS, this doesn't  
18 mean you having a large format printer is a viable  
19 option for them. And interestingly at UGA we've  
20 had a surge of pre-service social studies teachers  
21 brought in by their instructors to look at our map  
22 collection because one, they want to actually see  
23 what paper maps look like but also they will never  
24 get a chance to see that many maps in one place and

1 the students absolutely love it.

2 Consult with other libraries in your  
3 area particularly other depository libraries to  
4 compare collections and see which maps and map sets  
5 they have or intend to retain. If another library  
6 in your areas already committed to retaining paper  
7 maps for a particular area you may be able to work  
8 together to determine which maps you want to keep  
9 in your collection. And once you've gone through  
10 your state's discard process offer the maps your  
11 weeding on gov., and particularly map sell, the  
12 list are from map libraries and map librarians.  
13 There are still a number of libraries that are  
14 actively collecting and filling gaps in their map  
15 collections.

16 Now I'm going to turn it over to my  
17 colleague, Carol McAuliffe who is head of the map  
18 and imagery library at the University of Florida.  
19 Carol will talk about the American Library  
20 Association's map and geospatial information  
21 roundtable and their plans to create an online  
22 revision of their guide to the US map resources.

23 MS. MCAULIFFE: Good morning, my name  
24 is Carol McAuliffe and as Halley said I am the head

1 of the map and imagery library at the University  
2 of Florida. Thank you, Halley, for your  
3 informative presentation and the opportunity to  
4 speak today. I'll be talking about proposed  
5 online guide to US Map Resources and a potential  
6 partnership between ALA's map and geospatial  
7 information roundtable and GPO. First I'm going  
8 to give you a little background on MAGIRT and the  
9 previous editions of the guides to US map resources  
10 and then I will discuss the benefits that you see  
11 in a MAGIRT GPO partnership and finally I will  
12 suggest a plan of action. Next slide please. I'm  
13 sorry we're going to have to inform Hallie when I  
14 need to get to the next slide, so I apologize for  
15 the intrusion of that.

16 The MAGIRT which I eluded to stands for  
17 the map and geospatial information roundtable.  
18 MAGIRT is the world's largest map and geospatial  
19 library organization, we have approximately 300  
20 members which represent a wide variety of  
21 institutions. I'm sure that many of you come from  
22 libraries of MAGIRT members or your MAGIRT member  
23 yourself. Next slide, please. MAGIRT has a long  
24 history of collaborations with programs and

1 initiatives. Recently we partnered with GODORT on  
2 a joint program at the 2015 ALA annual conference  
3 titled State of Visualization in your Library.  
4 Due to the success of that program we're currently  
5 working on a jointly sponsored preconference for  
6 the 2016 ALA annual conference also on data  
7 visualization. More information on that should be  
8 coming to the map listserv and other listservs that  
9 you belong to.

10 We also have a close relationship with  
11 WAML, the Western Association of Map Libraries and  
12 we have cosponsored a number of webinars and as  
13 mentioned by Hallie we co-manage the map scanning  
14 registry, an online portal and search engine for  
15 map scanning projects. In addition we liaison  
16 with a number of groups, those who this group might  
17 be most familiar with is the North American  
18 Cartographic Information Society and the USGS.  
19 Next slide.

20 One of MAGIRT's earliest publication  
21 was the Guide to US Map Resources. The first  
22 edition compiled by David Cobb was published in  
23 1986 with this second published in 1990. While the  
24 original intention was to publish the guide every

1 five years the third edition wasn't published until  
2 2006. The guide contains information on the  
3 location, contact information, holding statistics  
4 and collection services for map collections around  
5 the US. It is a very useful resource but badly in  
6 need of updating. I also saw an opportunity to  
7 bring the information online in the form of a  
8 searchable database and map interface. Last year  
9 as part of the MAGIRT publication's committee I led  
10 a task force to investigate the possibility of an  
11 online edition of the guide.

12 One of the first things the task force  
13 investigating was the feasibility of another print  
14 edition to coincide with the online edition. It  
15 was determined though that our energy would be best  
16 served with a focus on the development of an online  
17 guide. We also spent time considering what the  
18 needs of the community were for such a guide.

19  
20 From this we came up with a wish list,  
21 next slide. The wish list includes an online  
22 crowdsource directory. We went to put the power  
23 to update listings in the hands of the librarians  
24 and collection managers. It also would include a



1       searchable map interface given that we are the map  
2       and geospatial information roundtable it only  
3       makes sense that guide would have a map component.  
4       Making the guide easily searchable of the location  
5       would also mean that collection managers can easily  
6       see by collection which will foster collaboration.  
7       Similarly it controls the vocabulary database  
8       which includes specialties and an overview of  
9       holdings would allow for collection managers and  
10      map users to find map collections across the US  
11      which they may not be aware of. Given the many  
12      visual initiatives in this day and age links to  
13      visual collections would also be very important and  
14      allow us to serve as a portal for these online  
15      collections. Finally it would be particularly  
16      important that we work to include all members of  
17      the FDLP with map collections. Chris Thiry, the  
18      editor of the third edition had commented that some  
19      other regional depository had been left out of the  
20      third edition and that is something we would like  
21      to see rectified. We also agreed that undertaking  
22      this for the whole of all map collections in the  
23      US would be a major undertaking and that we needed  
24      to find a focus, at least to get the guide up and

1 running. After the sessions with Hallie we  
2 realized that focusing the guide on FDLP map  
3 collections would be a great opportunity for us  
4 both.

5 Next slide please. In MAGIRT and GPO  
6 proposed partnership would provide a number of  
7 benefits. First of all it would provide another  
8 point of access to geospatial publications by the  
9 US government. It would also provide an inventory  
10 of print cartographic resources in FDLP libraries.  
11 Hallie did a wonderful job going over these  
12 resources in her presentation and there is  
13 considerable interest from both MAGIRT and the  
14 federal government in knowing retention and the  
15 selection policies for these resources so we can  
16 ensure that there's a substantial legacy  
17 collection with planned redundancy and geographic  
18 distribution and giving us the ability to identify  
19 potential FIPNet partner libraries. Next slide.

20 To achieve this, a successful plan  
21 would include the development and distribution of  
22 a survey to FDLP member library regarding their  
23 cartographic holdings and retention of the  
24 selection policies. This survey would also be

1 distributed to libraries outside of FDLP for  
2 significant collections of maps from the federal  
3 government. For surveys, participation can make  
4 or break a project so we're hoping that by  
5 partnering with GPO and FDLP that we will be able  
6 to target an active, engaged and responsible group  
7 which will provide us with a solid database with  
8 which to launch the online guide. Also the  
9 creation of an online guide and map interface would  
10 need to be undertaken possibly with partnerships  
11 with Esri's and with the help of the MAGIRT GeoTech  
12 Committee.

13 We will need to provide training and  
14 using an updating listing and holdings. This  
15 could be done through a variety of avenues  
16 including MAGIRT webinars. Finally we will need  
17 to develop a sustainable plan to continue the  
18 growth and maintenance of the guide to ensure its  
19 continued life and usefulness. I see this as a  
20 beginning of a conversation and I hope in the coming  
21 year both groups will be interested in working  
22 towards the completion of an online guide to the  
23 US map resources. Next slide please.

24 In conclusion I want to share with you

1 an image from the ALA membership map which was  
2 created by the MAGIRT GeoTech Committee for ALA.  
3 The interactive map allows you to see membership  
4 levels for all sections and roundtables in ALA. I  
5 have selected the MAGIRT membership heat map which  
6 I believe serves as a good example of the wealth  
7 of map collections around the US. An online guide  
8 to US map resources would allow us to the identify  
9 the contents of these collections, find partners  
10 and collaborators and provide improved access to  
11 all of these resources. And that is all I have for  
12 you guys today, I thank you again for your time and  
13 if you have any questions I'll be hanging around  
14 to answer any of them. Thank you.

15 MS. PRITCHETT: Thank you, Carol. So  
16 we'll start first, are there any questions from  
17 council? Really?

18 MS. IRWIN-SMILER: Hallie.

19 MS. PRITCHETT: Yes.

20 MS. IRWIN-SMILER: This is Kate, Wake  
21 Forest. You mentioned maps in this serial set  
22 which I knew that they were there but I don't think  
23 about him very much. Being in a law library I don't  
24 think of maps in my collection, I don't believe that

1 we deliberately have any maps in our collection but  
2 I suspect that there are some in the serial set.  
3 Are there best practices for dealing with maps in  
4 this serial set, the sort of accidental maps in our  
5 collection?

6 MS. PRITCHETT: Well, it kind of  
7 depends, a couple of years ago there was a huge  
8 debate between the preservationists were horrified  
9 that anyone would even possibly consider taking a  
10 map out of a serial set, you know, because that  
11 ruins the original composition of the book itself.  
12 Whereas all the map librarians are like what are  
13 you talking about, we do that all the time because  
14 realistically as I mentioned before, if you've got  
15 a map that is folded the chances are that it's going  
16 to stay folded and at some point you're not going  
17 to be able to unfold it.

18 And the probably the serial set maps in  
19 particular, some of them are huge and are folded  
20 in surprisingly small packages and so as you unfold  
21 them and try to refold them then you often tend to  
22 mess up your maps. So I know several places have  
23 removed them from their serial set volumes, flatten  
24 them out and put them in map cases which may or may

1 not be practical for you. But also, you know,  
2 again regionals are the ones that will hold the big  
3 serial set volumes or serial set runs so they're  
4 probably the ones who would be more likely to do  
5 that.

6 Now, the other thing about serial set  
7 maps, particularly some of the older ones is that  
8 they tend to be stolen quite a bit. There was a  
9 case of couple of, well a case a couple years ago  
10 I think in one of the schools in Washington where  
11 they came in and found people had just razored out  
12 tons of those and so that's always a concern if your  
13 serial set is sitting out in the public, that's  
14 another reason to pull the maps if you can and or  
15 at least perhaps the maps related to your  
16 institution and put them someplace else. A couple  
17 of years ago there was a presentation here about  
18 how Oklahoma had pulled out all of its maps from  
19 the serial set and preserved them so something that  
20 you can do but it's time-consuming. I mean were  
21 talking 55,000 maps and 70,000 sheets, that's a  
22 pretty decent size collection right there so.

23 MR. MATHESON: Hallie, this is Scott.  
24 The other place that law libraries have maps and

1 they're in bad shape and you don't realize it is  
2 in the UN treaty series, there are entire volumes  
3 of that that are just boxes of folded up maps on  
4 essentially newsprint. I unfolded one once and I  
5 think I got it back folded up again but those are  
6 really tricky. Hallie, do you know if anybody is  
7 working with those, I mean apart from the UN  
8 libraries themselves?

9 MS. PRITCHETT: I'm not entirely sure  
10 although I know for us if we have things like that  
11 and they're particularly news prints which, you  
12 know, crumbles we would tend to take those and  
13 encapsulate them in Mylar just because then they're  
14 actually usable. But again, you know, it  
15 illustrates the problem that maps can be published  
16 on really terrible paper and, you know, newsprint  
17 in particular is terrible paper so. But, you know,  
18 again sometimes it's really a matter of resources,  
19 some libraries just do not have the resources to  
20 Mylar and encapsulation and storing them can be  
21 very expensive.

22 Anything else on council?

23 MR. SHAW: This is Jim Shaw, University  
24 of Nebraska at Omaha. This reminds me of a number

1 of years ago I was working in our collection when  
2 I was doing retrospective cataloging and ran  
3 across remarkably strong collection of documents  
4 from the strategic bombing survey during and just  
5 after World War II. And I was looking and said  
6 these need to be bound, you know, they're on very  
7 fragile paper and like mimeographs really and so  
8 in preparing things to go out to the bindery I  
9 discovered the volumes on the bombing of Hiroshima  
10 and Nagasaki, large foldout maps showing the damage  
11 at various points along different radar, you know  
12 well from the ground zero and I can tell these are  
13 really fragile now and they're not going to survive  
14 the in unfolded, you know, folded and refolded more  
15 than just a few times and I'm here cataloging them,  
16 making sure people can find them.

17 So at one point that afternoon we  
18 gathered around the table and then I told my  
19 colleagues this will be the first, only, and last  
20 time you see me in my career razoring stuff out.  
21 I razored those maps and out of there and we  
22 encapsulated them and also made sure their property  
23 stamp. I don't want the showing up on eBay so  
24 they're bar-coded and property stamped and



1 separately cataloged and kept nicely and I will  
2 always remember that because that will probably be  
3 the only time in my career I razor things out.

4 But it is a preservation issue and the  
5 maps that are folded in volumes they won't survive  
6 many, so think hard about it and I guess now that  
7 my final point about this, they will be lurking in  
8 places you don't expect. They will lurk in places  
9 you don't expect and you just happen across it and  
10 then all of a sudden if you're a professional you  
11 have to pause and think okay, what are we going to  
12 do? So and the very last thing is I wouldn't  
13 hesitate to contact somebody like Hallie or another  
14 colleague who is a map specialist, ask them  
15 questions and get some advice because if you don't  
16 deal with them every day it's like a foreign country  
17 and so asked for help.

18 MS. PRITCHETT: One other related note  
19 to that many of course digitalization project these  
20 days seem to want to avoid folds of maps or that  
21 type of thing but the reality is if you really want  
22 to scanned the map properly you do need to take it  
23 out, you know, and flatten it and run it through  
24 a scanner or have an overhead camera, something you

1 may not necessarily be able to do when it is still  
2 attached to the book, so. Is there another  
3 question?

4 MR. GAUSE: Rich Gause, University of  
5 Central Florida. Hallie, I've heard you talk  
6 about this a number of times in terms of the  
7 geographic distribution for like a digitalization  
8 project. The best quality of a particular map may  
9 not be in a local area because it's got all the wear  
10 and tear and also in terms of offers, the importance  
11 where, a lot of times your offers prime interest  
12 is in your local area, your state.

13 MS. PRITCHETT: Yes.

14 MR. GAUSE: But the importance of like  
15 listing on offers maps for the state may get the  
16 attraction of somebody across the country that  
17 actually would like to replace worn-out maps.

18 MS. PRITCHETT: Yes. I will say at UGA  
19 we keep, you know, five and six copies of topo quads  
20 for Georgia and always are trying to replenish our  
21 stock for that very reason. We had talked a couple  
22 of years ago in MAGIRT and, Carol, you may remember  
23 this and want to chime in about the fact, as you  
24 said that, you know, when you're going to do a

1 digitization project even though certainly your  
2 funding may be for local resources you may wind up  
3 digitizing just ratty maps of your state because,  
4 you know, again as you say those are the ones that  
5 get used. So it does kind of strike me that, you  
6 know, if you're going to do a cooperative  
7 digitization project we should do stuff from out  
8 West because our out West stuff never gets used and  
9 vice versa, they should scan the maps of Georgia.

10 Carol, did you have a comment on that?

11 MS. MCAULIFFE: The question was about  
12 digitization priorities, is that correct?

13 MS. PRITCHETT: Yes, well the question  
14 was the idea that --

15 MS. MCAULIFFE: Can you hear me?

16 MS. PRITCHETT: Yes, we can. The  
17 question was about when you're digitizing maps,  
18 things like USGA topo quads, the ones in your  
19 collection of your state tend to be the ones in the  
20 worse shape so it seems to make sense if we could  
21 do it cooperative that you wouldn't want to  
22 necessarily scan your maps, do you remember that  
23 conversation a couple of years ago?

24 MS. MCAULIFFE: Yes. Well, as part of

1 one of the MAGIRT discussion group for collection  
2 map managers is when I believe we had that  
3 discussion and I know that there's two competing  
4 kind of ideas there, one is that yes the maps might  
5 be in worse conditions but at the same time we often  
6 have those comprehensive collections for the ones  
7 in our state so, you know, if you're looking for  
8 all editions from all years and then usually  
9 targeting your own state is going to be a beneficial  
10 thing for you.

11 MS. PRITCHETT: Right.

12 MS. MCAULIFFE: Also when you're  
13 proposing putting money into a digitization  
14 project it's helpful to say, you know, these are  
15 materials that are being used often by our patrons.  
16 But yes, maybe working some kind of collaborative  
17 project in conjunction with other states that has  
18 maybe more pristine copies would be helpful.

19 MS. PRITCHETT: Yes, exactly.

20 MS. MCAULIFFE: That's all.

21 MS. COWELL: So I was sitting here  
22 listening to Hallie talk, Elizabeth Cowell from the  
23 University of California, Santa Cruz, trying not  
24 to feel guilty about a decision that I made at our

1 library to basically dismantle our map collection.  
2 I know. Will you still be my friend?

3 MS. PRITCHETT: Yes, Elizabeth, I'll  
4 still be your friend.

5 MS. COWELL: But, you know, we didn't  
6 go about this capriciously, we hired a consultant,  
7 a local fabulous map librarian from Stamford to  
8 really come and help us understand who is using our  
9 maps, what are they using, and where else are they  
10 available. So I'm also part of the University of  
11 California system not too far from Stamford, not  
12 too far from Berkeley, not too far from Santa  
13 Barbara all places with really strong map  
14 collections so I felt like I could make this  
15 decision because my library quite frankly doesn't  
16 have the resources to continue offering map service  
17 at the level that we were.

18 So, you know, my comment is basically  
19 don't feel guilty if you can't do this. What  
20 they're talking about is very expensive, very  
21 resource intensive and I think if you're kind of  
22 dismantling of a service is done very consciously  
23 your users can still access and get serviced for  
24 what they need.

1 MS. PRITCHETT: And Elizabeth is  
2 exactly correct, that is the right way to do it.  
3 The UC system is also a very good example of how  
4 some of the largest map collections in the country  
5 are UCLA, Berkeley and UC Santa Barbara and they're  
6 not regions at all so. But yes, that's how you do  
7 it. We have some questions in the audience, anyone  
8 else on council have anything? Oh, one more, yes.

9 MS. BERNSTEIN: Melissa Bernstein,  
10 University of Utah. This was a really good  
11 presentation and thank you, you have me thinking  
12 in a whole new way about our maps and I'm going to  
13 go back and see if we have any and where they are.  
14 But in addition to the preservation of print which  
15 I agree is really important, I'm wondering about  
16 sort of technological advancements and  
17 developments that could make maps easier to use  
18 online because I know you had me remembering like  
19 when I have to pull one up on an iPhone, I want to,  
20 you know, I decided it was completely not useful  
21 and I stop. But, you know, I would have to imagine  
22 that there have to be some ways, you know, as  
23 technology advances. That is not my area so I have  
24 no, you know.

1 MS. PRITCHETT: Yes. Well, many maps  
2 that are digitized are just static images so you  
3 can look at them, which is fine, you know, you can  
4 look at them and zoom in and out and that type of  
5 things, sometimes download them. But there are  
6 other options to do make them more interactive, put  
7 them on a GIS online, many places use Google as a  
8 platform. So that they can be geo-rectified which  
9 means they can be set to match the shape of the earth  
10 but then also you can click on different layers and  
11 zoom in and have them as overlays and that type of  
12 thing so there's a lot of different ways that you  
13 can do with. Of course that takes more staff  
14 expertise and it takes, you know, a bit more  
15 resources to put into it.

16 On the other hand, you know, we've got  
17 a number of say fire insurance maps have been  
18 scanned and they're static images and, you know,  
19 we're planning to do things like that to make them  
20 a bit more useful, so. So yes, there's lots of cool  
21 things that you can do. A good example if you've  
22 got tons of money is the David Rumsey map collection  
23 to take a look at that own line and spend the whole  
24 afternoon because that's what you wind up doing so.

1 Yes, one more.

2 MR. CISMOWSKI: David Cismowski,  
3 California State Library. Hallie, because I don't  
4 deal a lot with cartographic materials I'm ignorant  
5 about one aspect of the online availability of  
6 things like topo maps and soil surveys. Are the  
7 agencies that are revising these every three years  
8 or so, are they retaining the previous versions for  
9 access or are they just superseding everything with  
10 the new map? Because we all know the importance  
11 of historic soil surveys and topo maps.

12 MS. PRITCHETT: I guess I would think  
13 it depends. I think USGS is doing that because when  
14 you go to their site you can download the different  
15 editions. I'm not sure what the web soil mappers  
16 are doing and that type of thing so I really think  
17 it depends in a lot of cases. And, you know, and  
18 of course if it's something that's compiling data  
19 as opposed to having a map like the USGS it may well  
20 be that they're not necessarily retaining previous  
21 edition that is a good question. Sorry Andrea,  
22 she's been standing there for a while, but go ahead,  
23 please.

24 MS. RUSS: Karen Russ, University of



1 Arkansas Little Rock. We are in a situation where  
2 we don't have the maps for our serial set, we  
3 claimed the volumes from other libraries that were  
4 giving them up and they did not offer the maps with  
5 the volumes because they had already taken them  
6 out. Not an issue now because we have the set from  
7 ProQuest and we have excellent access that for 30  
8 years we had all of these documents with no maps.

9 MS. PRITCHETT: Well, did the  
10 library's keep them or did someone steal them  
11 before they sent them, ah, well. I was going to  
12 say I could probably understand that temptations  
13 of a map librarian but that's not very nice. Okay.  
14 We do have some questions from the audience and I  
15 know Andrea this been standing there for a while  
16 so please go ahead. The front one is on.

17 MS. SEVETSON: Too embarrassing at  
18 that point. I have a couple of comments, first  
19 about, Andrea Sevetson with ProQuest. First about  
20 the serial set, not everything is a massive folded  
21 out map in the serial set and there are a lot like  
22 that are in the rebellion series atlas, volume 2998  
23 and 2999. So there's a lot of atlases, there's  
24 also maps that are just on one page, and so but I

1 think you can walk along and literally look at the  
2 tops of your volumes and you will see where the  
3 pages don't look like the pages and that's probably  
4 your map sitting right there.

5           There was also a discussion on GOVDOC-L  
6 in recent history, probably within two years about  
7 taking maps out and then should you note it in the  
8 volume and nobody actually came to the conclusion  
9 that I thought would actually be best if I were  
10 working in a library. Which would be if I'm going  
11 to take the maps out of the volume you should note  
12 in the volume that you literally have physically  
13 taken those out so that the next time you go back  
14 to that volume 2 years later you don't have that  
15 heart attack thinking all my God somebody razored  
16 these maps out of the volume. And so I mean even  
17 if you don't know exactly where it's going to be,  
18 like what classification it's going to end up you  
19 should just put a note in this map was removed for  
20 preservation purposes or the maps in this volume,  
21 you know, five of them more however many. But I  
22 would also inventory them at that point too.

23           And then also on the maps you also will  
24 going to want to say this map was removed from

1 volume 802 with the Perry Expedition, I think it's  
2 802. That might be a different one, 832 is the  
3 serial, I don't know. Anyway, so but those are two  
4 really good, I mean you want to have it on both ends  
5 so that you can find it both ways. And I think  
6 there were something else but I have now forgotten  
7 so.

8 MS. PRITCHETT: Okay. Well, first am  
9 impressed that your encyclopedic knowledge of what  
10 volumes are in what. I would take that a step  
11 further and say if you are going to pull the maps  
12 out of the serial set, catalog them and make sure  
13 that you've got an excess point that many links it  
14 back to the particular volume because again, people  
15 are looking for things by location and if you say  
16 the map in the serial says one thing but you say,  
17 you know, map showing the Mississippi River or what  
18 have you gives you a much easier way to find it,  
19 so. Yes.

20 MR. GRABACH: Ken Grabach, Miami  
21 University in Oxford, Ohio. Actually it's a  
22 couple of comments of appreciation. Thank you  
23 especially to you to Hallie to the guidelines you  
24 gave for where you are actually planning to do some

1 map weeding, that was very, very helpful. And to  
2 Elizabeth thank you for backing up somebody who has  
3 being forced against his will to have to weed that  
4 part of the collection he actually asked after many  
5 years of working with the University libraries to  
6 work with, those are my babies and I've got to find  
7 a home for them, it's horrible.

8           What happened with me is actually it was  
9 not my administrator that is doing this, but the  
10 spaces at the University has decided that the  
11 place where not only these maps are housed but also  
12 a bunch of back volumes of journals are being stored  
13 has got to be given up completely by the libraries,  
14 it will no longer be library space. They have to  
15 do construction and when they do that they need to  
16 have swing space for those homeless to be house or  
17 the stuff that's going to get used later, et cetera,  
18 et cetera. So I have no choice. I had already  
19 done some digitizing of the local area topographic  
20 maps before USGS started doing that with the  
21 historical ones, it's wonderful. I suddenly woke  
22 up one night in a sweat and said oh my God, I've  
23 got to get rid of those guys too. It's a horrible  
24 feeling. Some of them are not going away, I will

1 not get rid of all of them but again thank you for  
2 that guidance for when you have to make those  
3 horrible decisions.

4 MS. PRITCHETT: Yes.

5 MR. GRABACH: I mean some of this that  
6 I can't get to a regional and some others they're  
7 talking about opening up a shoot out of the window.  
8 I know, oh my lord, not just for maps but a whole  
9 bunch of stuff, even map cases are probably going  
10 to be sledge hammered or something, I don't know.  
11 But again, thank you so much for that guidance, it  
12 really is going to be very helpful.

13 MS. PRITCHETT: You're very welcome.

14 MR. GRABACH: I'm going to make a case  
15 for some I'm going to keep, you're not getting rid  
16 of all of these things, guys. But there are going  
17 to be some that do have to go away.

18 MS. COWELL: It sounds like, this is  
19 Elizabeth from UC Santa Cruz, that you're the right  
20 person to do the job obviously because you know it  
21 so well and just like a little tidbit that Miami  
22 is my alma mater so I know that collection.

23 MR. GRABACH: Yes. Well, my title,  
24 I've been the documents coordinator for two months,

1 I came as the maps librarian. I had started my life  
2 at Miami as a documents librarian and went to maps  
3 by choice and now got thrown back but I still have  
4 the maps hat on top of the stack.

5 MS. PRITCHETT: Well, thank you.

6 MR. WOODS: Steve Woods, Penn State.  
7 So those World War II maps are pretty valuable to  
8 folks so experiencing having those stolen. So at  
9 any rate, I neat project that you guys are working  
10 on obviously one of the things that I'm  
11 anticipating is that there is going to be a survey  
12 headed my way.

13 MS. PRITCHETT: Yes.

14 MR. WOODS: From this project and sort  
15 of the challenge of that is that many, you know,  
16 the maps librarian concept is dying in our  
17 profession, you know, that particular role isn't  
18 as valued so sort of anticipating hopefully that  
19 in the process of doing your crowd sourcing that  
20 there's going to be some handholding in terms of  
21 how to, I have no idea what you're going to be asking  
22 but you might be asking things that I have no idea  
23 how to answer those questions, mainly because we  
24 don't have a map librarian at Penn State anymore.

1 MS. PRITCHETT: Yes.

2 MR. WOODS: So obviously I have  
3 colleagues but I'm just thinking about other map  
4 collections that are out there where the crowd  
5 sourcing is a great idea but I hope that you guys  
6 are also anticipating some kind of feedback or  
7 mechanism to work with depository coordinators to  
8 help them fill out whatever kind of information  
9 you're going to need for your guide.

10 MS. PRITCHETT: Yes, thank you.  
11 That's an excellent point.

12 MS. MCAULIFFE: And Hallie, I can talk  
13 a little bit to that point.

14 MS. PRITCHETT: Go ahead, Carol. Yes.

15 MS. MCAULIFFE: We had definitely  
16 talked about the idea that, you know, a lot of these  
17 collections are not necessarily under somebody  
18 who's dedicated just to maps anymore, it certainly  
19 a trend that has been coming for many years. So  
20 we are anticipating, like you said some handholding  
21 and also just some information gathering before the  
22 survey begins to try to figure out who is the best  
23 person to talk to about this and, you know, what  
24 kinds of information can we anticipate being able

1 to get. We don't want to burden anyone with a, you  
2 know, hour long survey or anything that is too  
3 detailed, it will have to be something that is, you  
4 know, in a way surface level but at the same time  
5 can provide the access points that we feel that we  
6 need. So that is a conversation that we are still  
7 having and we anticipate trying to talking with you  
8 all about the best ways of getting that  
9 information.

10 MS. PRITCHETT: And we've noticed  
11 MAGIRT, I started to say I started as a map  
12 librarian and within a year also became the  
13 regional depository coordinator because of course  
14 maps and government documents are close together.  
15 And I am certainly not unique, when I started in  
16 MAGIRT there were lots of just map librarians and  
17 now there's lots of map librarians plus this and  
18 that and the other thinks so. I wouldn't say it's  
19 dying but it's diversifying, so. Yes.

20 MS. CARO: So I had some comments,  
21 first of all --

22 MS. PRITCHETT: Wait, can you tell your  
23 name.

24 MS. CARO: Susanne Caro, University of



1 Montana. And thank you for supporting our paper  
2 maps their very valuable. My institution and my  
3 library has a fabulous print section. We have  
4 large-scale scanners, we have large-scale  
5 printers, we do full color, we can print on canvas  
6 and we can print maps. But often those USGS maps  
7 they don't come out as well. They just don't.  
8 Some of the numbers are a little bit fuzzy, some  
9 of the lines are a little bit fuzzy and the quality  
10 just isn't quite the same. Also I love that their  
11 online but they're not that easy to use and then  
12 sometimes I used to keep this image, I was looking  
13 for a map in a Google book, they did not to maps.  
14 What I had was a beautiful full-color picture of  
15 a hand on top of a folded map. That's what you got  
16 there.

17 And then sometimes like I love RUS  
18 serial set from ReadAx that we have but if the maps  
19 were large and you need to zoom in for the detail,  
20 sometimes the detail just isn't there. So I do  
21 worry that people are good a say oh, it's online  
22 we can toss it but I think if we can have some  
23 guidelines like this just said out so that we can  
24 go to the people who are seeing these as an issue

1 of space, that we can say not only are these our  
2 arguments but it's coming from an organization that  
3 we all respect and often that has a lot of weight  
4 to it one were trying to make arguments. So thank  
5 you very much and I would love to see something,  
6 just a nice list of guidelines that we could use  
7 and present.

8 MS. PRITCHETT: Great, thank you.  
9 Very good points. Any other questions? Any other  
10 questions? Oh yes, sorry.

11 MS. ETKIN: From virtual audience,  
12 Hallie, we have about one, two, three, four, five  
13 questions. There are couple of them that actually  
14 relate to GPO and distribution so I think we'll  
15 handle those off line but there was a question from  
16 Kathy Hale asking if there is a good manual for  
17 repair or for preservation of maps. It was since  
18 answered in the chat by referring Kathy to the WAML  
19 information bulletin and also to the Northeastern  
20 Document Conservation Center website and I was just  
21 wondering if there was anything that you or Carol  
22 could add to that?

23 MS. PRITCHETT: Well, I would add find  
24 Mary Larsgaard's librarian book, its third

1 edition, it was published in '96 but it's still very  
2 relevant. Western Association of Map Librarians  
3 has a toolbox for map librarians that has a whole  
4 variety of resources including where to find things  
5 like Mylar and other information on page repair.  
6 Carol, can you add anything else to that?

7 MS. MCAULIFFE: I would also add that  
8 the MAGIRT has a resource list guide that provides  
9 a number of resources online in addition some  
10 noticed that I mentioned the Map-L Listserv and  
11 that gets a lot of, it's a fairly active listserv  
12 that provides a lot of extra information.

13 MS. PRITCHETT: I know MAGIRT is often  
14 talked about doing a session on map preservation  
15 and one of the challenges is it either needs to be  
16 hands on or something that you can see what people  
17 are doing so they may want to bring that up is  
18 another opportunity or another idea, so. Is there  
19 another question, Cindy, before we go back to the  
20 audience?

21 MS. ETKIN: No.

22 MS. PRITCHETT: Okay.

23 MS. HAGER: I'm Frances Hager from  
24 Arkansas Tech University. One thing that you did

1 not mention was what they call the FIRM at switch  
2 art flood plan map from FEMA/Homeland Security.

3 MS. PRITCHETT: Yes, you are correct  
4 and I apologize for that. We actually do have the  
5 last papal ones for Georgia but flood insurance  
6 maps are now available online in the idea is that  
7 you can go in and choose your area and download  
8 what's called a FIRM map and I forget what exactly  
9 it stands for, it's like a flood insurance  
10 something, something, but for flood plain areas and  
11 that type of thing so. Yes, I don't know how I  
12 forgot them we have a full file cabinet full of  
13 them. And yes to my embarrassment we keep them  
14 folded, I know they should be flat but yes so. Any  
15 other questions? Okay. Well thank you everyone,  
16 I think we can get out early here. If you have any  
17 questions after the session you can contact me or  
18 Carol and our email addresses there, thank you.

19 (Whereupon, the above-entitled matter  
20 went off the record at 11:43 a.m. and resumed at  
21 1:32 p.m.)

22 MR. SMITH: How is everybody doing this  
23 afternoon? Good, good. We all had wonderful  
24 lunches and new restaurant experiences. We're all

1 now feeling the post lunch dip. That's a new term  
2 for me, I have never heard that before until  
3 recently. Have you heard that before, post lunch  
4 dip? I mean, I know the concept but I never heard  
5 that term before. I was reading an article about  
6 how companies are starting to establish policies  
7 for these power naps for their employees are you  
8 familiar? I don't know if I've been living under  
9 a rock or what but I'd never heard of this before  
10 and apparently there's this huge trend now of, you  
11 know, companies that set up these, you know, these  
12 nap rooms and allow employees. There's even  
13 products out there, there's a whole industry of  
14 products, do you know what I'm talking about? Yes,  
15 yes. Well, the one I saw was called an energy pod  
16 and it's like this really cool modern lounge chair  
17 with a lid that goes over top and your feet are  
18 elevated and you do a power nap for 20 minutes and  
19 it's approved.

20 So I thought well, you know, that would  
21 be kind of neat for, you know, academic libraries  
22 during finals where you can have powered naps so  
23 I started looking around for it and sure enough  
24 they're doing it. There are libraries that are

1 academic libraries that have set up nap rooms for  
2 their students but it was the coolest thing. We  
3 don't have any energy pods here, I just wanted to  
4 put that out. We do have caffeinated beverages,  
5 that's I guess our energy pod so that's probably  
6 the best were going to be able to do this afternoon.

7 My name is Anthony and I'm here this  
8 afternoon with my colleague Lisa Russell. Lisa  
9 and I are going to take about 30 minutes, maybe a  
10 little longer. We'll try to keep it to 30 minutes  
11 of your time to talk about what we're doing in the  
12 way of technology services to support the federal  
13 depository library program. You know, in the 2015  
14 ALA publication titled The State of the American's  
15 Libraries there are plenty of indicators that speak  
16 to the fact that libraries are continuing to  
17 transform in some major ways. The findings show  
18 that academic libraries, students and faculty both  
19 are using high-quality digital and print pubs more  
20 and more.

21 They also appreciate the variety of  
22 information literacy training being offered at  
23 their institutions, it's another trend that was  
24 cited in that publication. The report also speaks

1 to the fact that academic librarians are finding  
2 creative ways to repurpose library space and  
3 establish new service models. School librarians  
4 are ensuring that 21st century information,  
5 literacy skills are being integrated through all  
6 curriculum programs, public libraries are serving  
7 as community anchors addressing economic,  
8 educational and a variety of social issues within  
9 their respective communities. More than  
10 two-thirds of Americans agree that libraries are  
11 important because they improve the quality of life  
12 in a community, promote literacy and reading and  
13 provide many people with a chance at success.

14 And for this reason and I say to you all  
15 thank you for your service. Also as a member of  
16 your support network my question to you will always  
17 be how can we help you be the most successful at  
18 what you do? Now, responding to this question is  
19 what of the primary responsibilities for me and my  
20 team. We believe that leveraging the experience  
21 and wisdom from the past while simultaneously  
22 recognizing that the information ecosystem  
23 undergoes continuous change are key to defining an  
24 infrastructure that will help us all succeed in our

1 roles.

2 We termed this infrastructure the  
3 Library Services System, LSS. The vision simply  
4 build and implement a system designed that will  
5 streamline our workflow, processes now and into the  
6 future. The specific objectives will likely  
7 change over time and this is our objective  
8 statement. However providing support to the  
9 overall information life cycle, the overall life  
10 cycle will likely serve as a constant overarching  
11 objective.

12 Now, just a few characteristics, the  
13 results of good market research which is currently  
14 in the works will ultimately dictate the  
15 development strategy for us. With that being said  
16 I think it's a pretty safe bet to subscribe to a  
17 design ideology that includes an agile development  
18 approach to this LSS. The goal here is to  
19 establish a continuous improvement model and this  
20 requires a tactical method as well, a tactical  
21 method and infrastructure to respond to rapidly  
22 changing conditions. We're in a rapidly changing  
23 environment. System integration, in other words  
24 it's important that all tools and services



1 development play well together and have the ability  
2 to share and exchange data. An example was the  
3 catalog of US government publication. It should  
4 have the ability to share its authoritative  
5 bibliographic data with other services in this new  
6 design model, for example needs and offers.

7           And finally a user center design. We  
8 have three primary users groups or personas to  
9 consider in our system design. GPO staff who  
10 interact with the system and provide some level of  
11 support to depository libraries, right. The  
12 depository libraries themselves, though staff who  
13 have a role in some level of support with regard  
14 to the depository library that may be the  
15 depository librarians, it may be your tech support  
16 staff, it may be years systems person, it may be  
17 administration but it's important that we  
18 understand and address the needs of all of the  
19 constituents who support the mission of the program  
20 and then finally end users. We would very much  
21 like to implement more systematic methods of how  
22 end users interact with government information in  
23 the performance of their work.

24           And this is the concept model, it's just

1 a visual of the scope of LSS which encompasses all  
2 the entities that I have described and these are  
3 the things that were taking into consideration,  
4 though scope of the consideration for the LSS  
5 design model. LSS is a program that is being  
6 driven by a couple of very, talented colleagues of  
7 mine and I'd like to introduce the two of them,  
8 Darrell Walker if you could please stand in the  
9 audience. Is our LSCM systems manager and  
10 oversees a team of nine amazing technology  
11 professionals, some of which are here today and I  
12 am happy to see your faces in the audience. In his  
13 23 years at GPO he has amassed a vast amount of  
14 knowledge and experience in managing and providing  
15 technical project management services in support  
16 of various GPO information systems both in  
17 modernization and implementation. Darrell has a  
18 wealth of experience and system development life  
19 cycle, methodologies, policies and practices  
20 ranging from business system application concept  
21 through requirements development, acquisitions  
22 planning, system development, testing, deployment  
23 and sustainment.

24 Darrell has a marvelous record of

1 getting things done and we're extremely fortunate  
2 to have him as part of our team. And I just like  
3 to ask those systems team staff who are here if you  
4 can just stand so we can make knowledge you as well.  
5 We've got a few here in the room, just want to thank  
6 you for all you do to support our efforts. Thank  
7 you. Thank you all.

8           Second Lisa Russell who is here with me  
9 is a senior program analyst and the program manager  
10 for the Library Services System. She joined GPO  
11 in 2002 working as an administrative librarian for  
12 a program development specialist and manager of  
13 content management prior to her current position.  
14 Before joining GPO Lisa held position as a  
15 government documents librarian at the University  
16 of Maryland, the University of Louisville and the  
17 University of Illinois, Chicago. She's also a  
18 Project Management Institute certified project  
19 manager and has been working as a project manager  
20 at GPO since 2004.

21           She holds her BA in English and MA in  
22 library and information science from the  
23 University of Iowa. I feel very fortunate to have  
24 these two colleagues working with me and none of

1 this work that we've done to date would be possible  
2 without them. And Lisa, now that I've given you  
3 a formal introduction I'm going to turn it over to  
4 her to share a couple of the latest LSS projects  
5 that are currently in the work and she'll talk a  
6 little bit about those.

7 MS. RUSSELL: Thanks, Anthony. Let me  
8 just start by sharing a couple of definitions in  
9 case anyone isn't familiar with project management  
10 and this will help explain how Darrell and I worked  
11 together. A project is a temporary endeavor  
12 undertaken to create an unique product service or  
13 resolved. A program is, and this is from the  
14 Project Management Institute, a program is a group  
15 of related projects, subprojects and program  
16 activities managed in a corrugated way to obtain  
17 benefits not available for managing them  
18 individually. So I'm more of the project manager,  
19 program manager whereas Darrell is more the  
20 operational manager. He manages the staff, I take  
21 care of the functional requirements and the work  
22 processes that we need to support with the systems.  
23 He also takes care of the infrastructure and making  
24 sure that what we have technically that we need is

1 in place for us.

2 Okay. So in that context the library  
3 service system program is a group of LCSM system  
4 projects managed in a coordinated way to develop  
5 a cohesive system solution in support of LCSM  
6 programs, so you can see how that is a program. The  
7 two current projects that we have right now under  
8 that system are needs and offers and the  
9 dissemination of the management system. We will  
10 be added additional projects to that as long as we  
11 find out what more we need. The one that we've  
12 already talked about a little bit is the LIS  
13 replacement, so you've heard a little bit about  
14 that.

15 Needs and offers tool. Anyone who  
16 attended the virtual conference in this spring has  
17 heard a little bit about this already. We went  
18 back to our previous attempt and revamped our  
19 requirements, we've been kind of ambitious in what  
20 we were trying to build before so we scaled back  
21 a little bit. We also talked to ASERL about what  
22 they developed to see what we could use from their  
23 approach. We awarded the contract in September,  
24 were currently in discovery phase which means were

1 looking at the requirements and verifying that the  
2 contractors understand what we need from it and  
3 then they'll be working on the design documents  
4 from that. And then that's expected to wrap up  
5 early December and they'll have the design  
6 documents and that will determine how long the rest  
7 of the process takes.

8 So than the development will take place  
9 after that. And I know we're going to need to talk  
10 to some people out in the library so if there's  
11 anyone who's interested in bouncing some ideas off  
12 of us or doing a beta, being a beta tester for us  
13 which we will probably need in this spring, I'd love  
14 to hear from you. My email address is in the slide  
15 deck, it on the last slide. Thank you. This is  
16 just a graphic to show a very high level overview  
17 what we want the system to do. We've got sort of  
18 a needs area to keep records of what libraries need  
19 and there's an offers area and really graphics,  
20 records and some matching to take place. So the  
21 dark gray squares are all things that are within  
22 the system and then you also see the offered library  
23 and the requesting library so that the system will  
24 get people in touch with each other when someone

1 has an offer that matches a need or vice versa.

2 The second project is the dissemination  
3 management system. We aren't as far along with  
4 this one, where currently working on the  
5 requirements gathering. The system will maintain  
6 records on item numbers, on SuDoc stems, or library  
7 item selections, library shipping addresses and  
8 piece level bibliographic information. It's also  
9 going to generate the data files for the list of  
10 classes and the UNL file. We do expect to be able  
11 to do some additional reports once it's up and  
12 running and one of the things, since this will have  
13 the piece level information in it, one of the things  
14 that we've talked about doing as a follow on to this  
15 is maybe changing our shipping list process to be  
16 able to do it a little bit more effectively.

17 This is the timeline, you'll see that  
18 there aren't any dates in there because it's all  
19 dependent on the early stages. Right now were  
20 finishing up the requirements documentation and we  
21 are going to be issuing a request for information  
22 soon which is part of our market research to find  
23 out what's out there, what different vendors think  
24 they can do for us. That will be followed by a

1 request for proposals, that will hopefully and end  
2 in awarding a contract and then the contract will  
3 be similar to the needs and offers, there will be  
4 a discovery phase initially and we'll have the  
5 development phase and then there will be a system  
6 launch eventually. So that's what I had to cover  
7 and I'm going to turn it back over to Anthony now.

8 MR. SMITH: All right. Okay, thanks,  
9 Lisa.

10 MS. RUSSELL: You're welcome.

11 MR. SMITH: Okay. So just one last  
12 topic I wanted to cover and that is, you know, we've  
13 work this work, our web team we you met a couple  
14 of folks from our web team just a little while ago,  
15 has been working on implementing Google analytics  
16 on all of our web properties. It's still early but  
17 we're beginning to see some returns from data  
18 gathering and I just brought a few interesting  
19 findings to share with you today from that. This  
20 is FDLP.gov and we've now had Google analytics in  
21 place on FDLP.gov for 10 months now, Jamie, I  
22 believe that's the length of time. And what we're  
23 finding is that activity on FDLP.gov it's closely  
24 tied to the work week, Monday through Friday and



1 it's evenly represented throughout the year. So  
2 there's no clear dips or spikes that we're seeing  
3 but the traffic is pretty steady. The most visited  
4 content on the site represent tier 1 and tier 2  
5 pages. So first level and then one click down  
6 pages and this is a positive indicator. I think  
7 this says, you know, we've got a pretty good  
8 architecture, information architecture.  
9 Visitors can easily locate content without too much  
10 clicking, too much deep navigation of the site.  
11 The most visited pages on FDLP.gov are web tech  
12 notes, shipping lists and claims.

13 Other content associated with a  
14 specific events as you might expect also,  
15 conferences, meetings, trainings are among some of  
16 the most visited that pages on the site. About 94  
17 percent of our visitors to FDLP.gov use desktop  
18 computers versus about 6 percent who are using  
19 mobile devices. And this of course is a trend that  
20 were going to be watching closely as time  
21 progresses here. And then most visitors access  
22 the site via direct link so in other words they're  
23 typing FDLP.gov or some subpage into their web  
24 browser and coming directly, when we look at the

1 referrals to FDLP.gov. Followed by Google search  
2 which is probably no surprise as well and then also  
3 we found that our email news alerts also direct a  
4 lot of traffic to the site. So the numbers there  
5 are relatively high and I didn't have a percentage  
6 for that referral at the time I put these together.

7 Here's a little geography  
8 distribution, here's the top state making, the most  
9 number of visits to FDLP.gov. The District of  
10 Columbia's probably kind of an outlier there  
11 because, you know. We're looking at our website  
12 which is what that indicates, we are using it. For  
13 Ben's Guide and of course you guys all know we just  
14 recently launched a new Ben's Guide site. We've  
15 got about six months of data for the new Ben's Guide  
16 site and what we see is that activity on Ben's Guide  
17 is closely tied to the school week, Monday through  
18 Friday that's probably not a big surprise and the  
19 academic year.

20 So timeline of visitors to Ben's Guide  
21 shows an average of 65,000 visitors in April, May  
22 which are the first months we started tracking  
23 through Google analytics followed by a steep  
24 decline so that summer in that chart represents the

1 three months, June, July, August, to a lower 15,000  
2 visitors, followed by a huge spike upwards to  
3 93,000 visitors just in the month of September  
4 alone, that back to school period. And so they're  
5 aligning the site activity with the academic year  
6 will, you know, it will likely have some ambit  
7 applications for planning, content development,  
8 outreach. We can schedule activities around that  
9 technical upgrades, one of the big advantages of  
10 having good analytics to track things. This is  
11 slightly different than what we solve on FDLP.gov  
12 where you had 20 percent of users coming into the  
13 site using some type of mobile device. Apple iPad,  
14 the iPhone, iPod represents more than 70% of all  
15 mobile devices being used to access Ben's Guide.  
16 So there is a disproportionately high number that  
17 are Apple products, which means that we have to  
18 seriously take into consideration with our  
19 development, we, the devices that are being used  
20 and Apple products are something, we'll definitely  
21 have to take into consideration. So where is the  
22 tracking coming from? And this slide just  
23 provides highest traffic by state. I keep  
24 forgetting these monitors are right here. I'm

1 breaking my neck. By state, metropolitan area and  
2 then cities. So you know, it's interesting data  
3 and the more history we get, I think the more  
4 valuable that will be for us in planning our  
5 outreach activities and other things that we want  
6 to do to support the program.

7 And then finally with Ben, affirming  
8 our visitors to the site are interested in the games  
9 and including the online game Branch-o-Mania and  
10 the downloadable print materials. How many of you  
11 have played Branch-o-Mania? It's really a pretty  
12 cool game. It's addicting. The printable  
13 material is including the crosswords and word  
14 searches were added to the site in response to data  
15 collected from web feedback and then also from a  
16 webinar for educators that we held. And so we  
17 responded to this request for these crossword  
18 puzzles and the word find and in less than a month,  
19 the materials have garnered 16,964 visits. Now  
20 this represents the type of, I want to use it  
21 because it represents the type of continuous  
22 improvement and rapid turnaround that we are  
23 working to standardize across all of our technology  
24 services and so this an early example of how we're

1 trying to respond, react.

2 This is the agile approach to providing  
3 software development and providing the services  
4 around that. Finally, I just wanted to put a plug  
5 in for our session tomorrow. For those of you who  
6 are physically present at the conference, Patricia  
7 Duplantis will be providing an overview of the new  
8 CGP MetaLib enhancements tomorrow morning at 11:40  
9 in the Jackson Room. Now these are brand new  
10 enhancements so I know periodically we come out  
11 with a few new enhancements. These are brand new  
12 that just went public Friday so you haven't seen  
13 then, more than likely. So you don't want to miss  
14 it if you have an opportunity to attend, please do  
15 so.

16 Now, before I introduce our guest, I  
17 just wanted to say a few things and the thoughtful  
18 market research and a significant emphasis given  
19 to user centered design are two highly valued  
20 strategies that are part of this LSS development  
21 cycle. Central to this is having an in depth  
22 understanding of how to best leverage the  
23 technology to support the needs of our depository  
24 libraries. In July of this year, GPO awarded a

1 contract to Ithaca S+R to conduct a participatory  
2 work practice study of deposits for libraries.  
3 Dr. Nancy Foster is a senior anthropologist at  
4 Ithaca S+R and research associate in the Department  
5 of Anthropology, the University of Rochester. She  
6 helps college and university libraries design  
7 technologies and spaces to support academic work.  
8 Her books include *Studying with Students, A Second*  
9 *Look*, published in 2013 and *Studying with Students,*  
10 *The Undergraduate Research Project at the*  
11 *University of Rochester*, published in 2007 with  
12 Susan Gibbons as your co-author. Dr. Foster is the  
13 lead investigator of the participatory work  
14 practice study of the federal depository libraries  
15 and is here today to help us understand the process  
16 for this type of work and I ask you to please join  
17 me in welcoming Dr. Nancy Fried Foster. We did  
18 okay on time.

19

20 DR. FOSTER: Okay, thanks Anthony and  
21 thanks to everybody for having me here. I'm Nancy  
22 Foster, as Anthony told you, and I'm here to give  
23 you an overview of the ethnographic side of the  
24 project and to tell you about work practice study

1 and participatory design which you might not be  
2 familiar with to give you a sense of what that  
3 means, talk about the project methods, give you a  
4 timeline and also talk about what participation we  
5 really mean. What the costs of participation are,  
6 what you would be getting into if you happened to  
7 be one of the participants and the benefits because  
8 you don't do a project like this without a good  
9 reason. So, I've been doing this kind of work for  
10 a long time, and I've been doing lot of different  
11 kinds of software but this is my first experience  
12 specifically with this program. Of course, I'm  
13 familiar with government documents, because I  
14 worked in libraries for twelve years now but I have  
15 to say that I was surprised to start to really get  
16 a sense of the complexity of the systems that you  
17 use. There is reason to appreciate what that  
18 original online presence did for you and for the  
19 FDLP program but I'm convinced that what's going  
20 on now is the right thing to do. It's time for a  
21 change. It's pretty complex. It's pretty  
22 daunting for a person like me. So for one thing,  
23 there are a lot of systems in the system that's just  
24 a level of complexity that I think is hard for

1 anybody to deal with, even the people with the most  
2 experience. We've learned a number of things so  
3 far even though we're very close to the beginning  
4 of this project. We've learned that there are  
5 administrative problems, people have trouble  
6 changing profile information or something as  
7 simple as an email address. Then you know, people  
8 have problems like forgetting a password and being  
9 locked out, not having a good solution. There are  
10 problems related to navigation.

11 A lot of problems related to finding  
12 content. Difficulty starting results lists.  
13 Wanting explanatory information instead of just  
14 item numbers but not having it there. I'm telling  
15 you things that you know better than I do but even  
16 I have already started to learn that the processes  
17 are cumbersome and sometimes you have to redo work  
18 or you have to put together information that comes  
19 out of different systems. It's a system that  
20 really would benefit from improvement. So, for a  
21 multitude of reasons, these and many, many others,  
22 the FDLP web presence is being reengineered and  
23 Ithaka S+R, which is a not for profit research  
24 group, is going to provide support.



1           Before I talk more about that, you might  
2 not all be familiar with Ithaka S+R. Some of you  
3 have probably seen the surveys, faculty and student  
4 and librarian surveys. Ithaka S+R is part of a  
5 larger organization called Ithaka. You're all  
6 probably familiar with JSTOR. That's another  
7 piece of the organization. Portico, some of you  
8 may know also, digitize books. Ithaka S+R is the  
9 research component. That's where I sit. I  
10 actually have virtually nothing to do with JSTOR  
11 or Portico except for I find out when they have  
12 emergencies. As happened last week, some of you  
13 may be aware of that.

14           I got the internal memo. It's down  
15 again. That memo, I haven't gotten yet and I  
16 haven't been online. I'm going to turn off my  
17 email. So in my part of the organization, Ithaka  
18 S+R, where we never have a crisis because we don't  
19 actually have live software anywhere, we, the big  
20 thing for us is educational transformation mainly  
21 because of changes in technology but also funding  
22 constraints that if you're in an academic library,  
23 you'll be very familiar with that and libraries and  
24 scholarly communication is a big part of that. So

1 that's Ithaca S+R. Keep your eyes open. We  
2 actually have a ton of free information to download  
3 from our site. Since it's so small, it's actually  
4 easy to find. So the support that we're providing,  
5 it takes the form of helping to develop the  
6 qualitative requirements for the new system. I  
7 want to just spend a few minutes telling you about  
8 our expertise in the area.

9           It's based on twelve years of  
10 experience in using ethnographic methods and  
11 software design and development processes and just  
12 quickly, a few major platforms. DSpace, which was  
13 originally developed by MIT and Hewlett-Packard.  
14 Things have changed now but we were part of the  
15 original DSpace federation and developed some of  
16 the functionality there. Researcher pages, that  
17 was way before anybody else had that kind of thing.  
18 Irplus, which is also a repository platform and  
19 extended some of the original work we did when we  
20 were still using DSpace.

21           Extensible catalogues, some of you may  
22 have heard something about that. This is a book  
23 that actually talks about a lot of aspects of that  
24 project. It was a set of tools for bringing

1 metadata from various standards together, from  
2 multiple repositories and transforming it so it  
3 could be used in discovery and other purposes.  
4 We've done smaller projects like The Camelot  
5 Project and other smaller sites. So, the  
6 processes and methods that Ithaka S+R is bringing  
7 to this project were developed and refined at the  
8 University of Rochester originally but have  
9 spread. They did spread very quickly. This is not  
10 a complete map of every place where this kind of  
11 work is being done. It's a very incomplete map.

12 It's actually just the people I've  
13 personally worked with but you can see that this  
14 is, these are processes that have been used pretty  
15 successfully in a lot of different places. So now  
16 I want to talk about this project specifically.  
17 The overall objective is this, it's to support  
18 development and implementation of a holistic  
19 system of information, life cycle services and  
20 thereby increase public access to U.S. Federal  
21 Government information. And more specifically,  
22 sorry that the print is small on this, more  
23 specifically we are going to develop these  
24 qualitative requirements for field research

1 actually in selected FDLP libraries and I'm going  
2 to put in my first plug right now.

3 I'm going to tell you about the process  
4 we're going to use. Now I know that I'm biased but  
5 I think that this is fascinating work. I really  
6 do. I think it's fascinating work and it's  
7 possible that a member of the audience could be  
8 involved. So if you get interested, make that  
9 known. So, the research that we're going to do is  
10 on trends and variations in routine practices and  
11 technologies. You know what people are doing in  
12 the real life aspects of getting the work done.  
13 Successful practices, what works? So when you  
14 search for something and you find it and it all  
15 worked out really well, what happened? But, that  
16 doesn't always happen so what are the obstacles and  
17 if you encounter an obstacle, how do you get around  
18 it? What are the work practice needs that remain  
19 unmet by the current GPO systems? So those are the  
20 sorts of questions that we're going to be  
21 interested in trying to answer and we're going to  
22 be using the work practice method and participatory  
23 design process.

24 So I'm going to talk about that now for

1 a moment. So, my starting point for this is  
2 traditional design. So traditional design um, is,  
3 well and traditionally in the design of software,  
4 it is done by technical experts. This is the same  
5 as the design of buildings traditionally done by  
6 expert architects, which in a lot of cases has made  
7 a lot of sense and been extremely successful but  
8 not always. The traditional experts such as, you  
9 know, software engineer and graphic designers,  
10 architects, developers, those sorts of people,  
11 they are absolutely indispensable. They belong in  
12 the process. There is no doubt about it. We'd be  
13 lost without them. But they don't know  
14 everything. They know what they know. That's why  
15 we need them in the process.

16 But they are not fully informed about  
17 what's going on when people use the software  
18 because you can't know that without being there and  
19 doing the research and nobody has time for  
20 everything or the expertise to do everything. The  
21 problem is that if you don't know what people need  
22 to do with the software, how they use current  
23 software, what they could do if only the software  
24 really met their needs. If you don't know that,

1 you can base your designs on faulty assumptions.  
2 Well or maybe the assumptions were right but you  
3 could base your designs on assumptions that you're  
4 really not sure about and you could have pretty bad  
5 consequences that way. So it's a mistake to leave  
6 out the work experts, the people who are going to  
7 work with the software, at least that's my theory.

8           So there is an alternative way of doing  
9 design and this is actually not new. It's just,  
10 and it has spread to a certain degree. I showed  
11 you that map. But it's not always done. It's a  
12 process that's been in use for more than 50 years.  
13 It's still not fully adopted and partly it's  
14 because it takes more resources up front and partly  
15 because it means that there are non-technical  
16 people and non-leaders in the process with a  
17 greater voice which on the face of it seems like  
18 a good idea but can also be very messy and difficult  
19 to manage. So nobody wants to just step into that  
20 without eyes wide open.

21           So work practice study, that's our  
22 approach. When we do participatory design, we  
23 want to focus on people in the workplace. The  
24 people who do the work because their expertise is

1 crucial to understanding why and how do build a new  
2 system and really why to build a new system because  
3 if the people in the field weren't having any  
4 problems there would be no point in building a new  
5 system. I can report to you that that is not the  
6 case. There is a reason to build a new system but  
7 how do you build it? You can't just build it  
8 randomly. You really want to address known  
9 issues.

10 So we'll look particularly at how  
11 people understand their work goals, how they do  
12 their tasks, what they do when they get stuck,  
13 technical and cultural obstacles and how to improve  
14 work process and outcomes. So how do you do it?  
15 How do you include people in a design project? You  
16 can't ask them to design the software or even just  
17 an interface because they don't do that. They do  
18 their work. They are not there to take over the  
19 job of the technical people. They are not there  
20 to tell the technical people what to do. These  
21 people, and I've got a picture of a guy who you know,  
22 is doing research.

23 He's a person who is a worker, an  
24 academic worker. You need people who are doing the

1 work to inform the technical people. So you have  
2 to find out how they understand what they're doing  
3 and as I said before, you know, where they run into  
4 problems, what they need, that sort of thing. So  
5 we have a lot of methods. We use, we're going to  
6 use a couple of methods that I'm illustrating plus  
7 some others. We conduct interviews in the work  
8 place, that's what you see on the left there. We  
9 conduct design workshops in which people draw or  
10 make a collage of the technology the way they'd like  
11 it to be. That's the way we do participatory  
12 design. I want to make sure before I move on that  
13 I'm getting the main point across and that is that  
14 you can't just go and say to people what's wrong  
15 with the system and how can we fix it?

16 I mean, it's a good thing to do when and  
17 you already do that in this program and you get a  
18 lot of information but I think it's not sufficient.  
19 You can complement that information with really  
20 excellent fine-grained information by actually  
21 getting in there with them and seeing what's going  
22 on. So, for this project, in order to develop the  
23 qualitative requirements for the new library  
24 services system, we need to get a better sense of



1       how various people in FDLP libraries are doing  
2       their work and then we'll analyze the data and use  
3       it to develop concepts for the new site.

4               Design ideas that address known work  
5       practices and needs. So I'm going to talk about  
6       the methods now and I'm going to sort of come back  
7       to the same information but in the context of the  
8       timeline in just a few minutes. Our first phase,  
9       which we are just really at the beginning of, was  
10      the prelude to this work. This is enabling us to  
11      get the lay of the land and do the final selections  
12      for on-site visits and what this entails is brief  
13      phone calls with people at 24 FDLP sites. The next  
14      phase is on site data gathering and this is where  
15      it starts to get really exciting, where we delve  
16      deeply in the work people do related to the federal  
17      depository library program. We're going to  
18      conduct observations. We're going to do work  
19      place interviews and then we're going to do work  
20      practice studies where we actually work together  
21      with somebody who is responsible for some aspect  
22      of the program at that library. We'll work with  
23      them to video them doing some of their work and then  
24      together we'll look at the video and talk about it

1 and make an audio recording of that and then analyze  
2 all of the audio recordings and believe me, this  
3 is a true partnership between somebody like me who  
4 is the researcher and the library person who is  
5 getting their work videoed and then talking about  
6 it on the audio.

7           It's, I think it can be just as  
8 fascinating for all of us to look at this and talk  
9 about it together because when you do your work,  
10 you don't really have the luxury always of thinking  
11 about what you're doing, sort of doing this meta  
12 sort of level but if you work with me in this project  
13 you will. And it's really pretty fascinating  
14 stuff. So the final phase of data gathering is the  
15 design workshop. We're going to test initial  
16 ideas by having people work with art materials and  
17 paper prototypes. That's also really very  
18 informative work but also very, very interesting  
19 and really fun to participate in. So this is going  
20 to be followed by analytic and interpretive work,  
21 report writing and let me not move forward yet, and  
22 developing descriptive material about work in FDLIP  
23 libraries and qualitative requirements for the new  
24 system. So now let me go to the timeline.

1           Task one, preparation and project  
2 management. We did develop a project management  
3 plan to document review. It's still ongoing. We  
4 constituted a project team. We moved right into  
5 site selection, that's where we are right now.  
6 This is the phone interviews with 24 depository  
7 libraries. We hope to wrap this up within the next  
8 four to five weeks and make the selections of the  
9 ten to twelve sites for the ethnographic studies.  
10 Then we're going to do the work practice studies.  
11 It's going to be pretty much a winter activity.  
12 I've got a chart and I'll show you in just a moment.  
13 That's the two-day visits to ten to twelve  
14 individual sites of data leading to a design  
15 workshop.

16           We have to come up with those product  
17 concepts. Those design concepts and create  
18 prototypes and then the design workshop combines  
19 testing concepts with getting a more refined  
20 understanding of the needs so that the next  
21 iteration of the concepts can be better. Then we  
22 go into task six, final report, and we do have an  
23 allowance for follow-up activities and what's  
24 particularly important there is making sure that

1       there is, first of all, overlap between this  
2       project team that's working on developing the  
3       qualitative requirements and the team that will be  
4       doing the actual technical development. But we  
5       want to make sure that that link is supported and  
6       that's mainly what this is going to be about.  
7       Making sure that all of the really important  
8       information from the people in the field gets into  
9       the design, well especially the development  
10      process. So, here we go. I'm going to, do I have  
11      just another few minutes?

12                   MR. SMITH: You have plenty.

13                   DR. FOSTER: Oh okay. So I don't  
14      really have that much more to go but what I want  
15      to do now is just briefly go through what, what you  
16      take on if you participate. We already have a list  
17      of participants although as I hinted before, it  
18      could be your opportunity to take part in this truly  
19      fascinating process and if you're interested, you  
20      must make that known. So if you are one of the  
21      library's that's in the first phase, you're giving,  
22      one or two of your people are giving no more than  
23      forty-five minutes to the telephone interview.  
24      It's really pretty light-weight participation.

1 Not really burdensome, I hope. We've been having  
2 some really lovely conversations with some very  
3 nice people.

4 Let's say you were one of the twelve  
5 libraries to participate in the second phase.  
6 Either I will visit your site or my colleague Lisa  
7 McKean also an anthropologist will be there to  
8 spend two days. We'll talk to two to four people  
9 and that will depend on the size of your library  
10 and then we would have incidental conversations  
11 with other people. Any individual's time  
12 commitment would never exceed something like two  
13 and a half hours and that would be limited to just  
14 like a couple of people. So, most people would  
15 have less of a time commitment but you wouldn't be  
16 bored.

17 If you were to participate in the design  
18 workshop, I think we're looking about twenty people  
19 participating, it's a one-hour time commitment.  
20 Some people and I don't actually have a slide with  
21 names but I'm really grateful that they are part  
22 of the project. There is a project team. These  
23 people have made a more extensive time commitment.  
24 They've done planning. They are going to be

1 shadowing on at least one site visit.

2           They are going to play a very  
3 significant role in the design workshop and they  
4 are going to participate in data analysis and  
5 interpretation. They are really important to the  
6 project. So, why does anybody ever want to do this  
7 kind of work? I've worked with a lot of  
8 organizations and it's extremely gratifying for me  
9 because the information that we get is just so  
10 fascinating. I love watching people work. When  
11 I watch people work, which is my work, I feel like  
12 I'm not even working. I mean, it's really a  
13 fascinating line of work. And the information  
14 that comes out of the process is so informative.

15           When we studied students at the  
16 University of Rochester, and at least two people  
17 who were on that project are at this conference,  
18 we learned things about these students that we  
19 never would have known that we were completely  
20 oblivious to and that students willingly shared  
21 with us but you know, we hadn't asked prior to that  
22 project and it opened so many doors. It opened our  
23 eyes. So engaging at that level with people on  
24 site is just, it's really, it's just fascinating

1 and the benefits are many. Engagement of  
2 librarians and technical people across the  
3 program, there are benefits in so many different  
4 ways from that. Strengthening communication,  
5 increasing the contribution, increasing interest,  
6 building support because you're building  
7 partnership and you're building community.

8 I mean there are all sorts of great  
9 things that happen there. Another thing that's  
10 really great about this is, I'm on the wrong slide  
11 here, I'm sorry. Another great thing about doing  
12 this kind of work is that you get the broader  
13 context of the work people are doing so that when  
14 you, until you go to the site and you know, there  
15 are loads of people at GPO who came out of libraries  
16 and still go back into libraries and are more  
17 familiar with what it means to do this kind of work  
18 in the library but by the time you get to some of  
19 the developers, there are a little more far removed  
20 from this and for them to really get the full  
21 context of what goes on, you know, somebody comes  
22 in and wants some information and what do you do?  
23 Like somebody is going to use this information? I  
24 mean, they are really the whole picture and what

1 you're dealing with if you're the librarian at that  
2 site. The budget constraints, the time  
3 constraints, the competing claims on your  
4 attention, and then sort of on the flip side, all  
5 of the stuff you bring to it, all of your knowledge  
6 from you know, however much time you've been doing  
7 this, the conversations you've had with other  
8 people at meetings like this. The stuff you've  
9 read in some list or some you know, some online  
10 site, so I mean, there are all of these things that  
11 are going on when you meet somebody who needs the  
12 information and together you try to find it.

13 Then you have, you know, your wins and  
14 your losses, your successes and your struggles and  
15 going into the site brings all of that context into  
16 it. It makes it very much more real and  
17 understandable to the people who are going to be  
18 actually building the system and they'll do a  
19 better job because it will provide an informational  
20 basis for concept building, decision making and  
21 implementation. While it's not perfect and it's  
22 not exhaustive, it's good information and it's a  
23 lot more than you get if you don't go in and ask.  
24 And it's better than building a system based on



1       untested assumptions. And in the end, why do you  
2       do it? It's because you want to increase access  
3       to the information that you want people to get  
4       access to and because you want to experience  
5       improvements in your own work process so that you  
6       can do your job without as many headaches and with  
7       more successes. So that's what it's all about and  
8       that's why we do it. And Anthony, how about if I  
9       turn it back over to you because people might have,  
10      oh.

11                   DR. FOSTER: Oh.

12                   MR. SMITH: I know that you have  
13      questions for the counsel.

14                   DR. FOSTER: Yes.

15                   MS. PRITCHETT: Hallie Pritchett,  
16      University of Georgia. We'll start with questions  
17      from counsel.

18                   MS. SMILER: Kate Irwin-Smiler, Wake  
19      Forest. Anthony, this question is for you about  
20      the Needs and Offers tool. If I'm understanding  
21      the timeline that was laid out, the discovery phase  
22      concludes in December. Does that mean in December  
23      we will hopefully have a delivery timeline?

24                   MR. SMITH: You want to take that? I'm

1 going to let Lisa answer that.

2 MS. RUSSELL: Sorry, I guess I'm being  
3 a little technically challenged today. Yes, the  
4 discovery phase is scheduled to wrap up in December  
5 and at that point they will be laying out their  
6 timeline for moving forward as well as the design  
7 documents so we'll need to approve the design  
8 documents and at that point we should have a  
9 timeline for the rest of it. At this point, we're  
10 estimating about four months but again, that will  
11 depend on whether they find anything in the  
12 discovery phase that they weren't expecting. This  
13 is Lisa Russell, GPO, sorry about that.

14 MS. PRITCHETT: Hallie Pritchett,  
15 University of Georgia, would you clarify that using  
16 the Needs and Offers tool would be a voluntary  
17 thing. This is not a mandatory thing for  
18 libraries.

19 MR. SMITH: I can confirm that.

20 MS. PRITCHETT: All right.

21 MR. SMITH: I mean, we recognize that  
22 there are some who are already working. For  
23 example, Cyril is working within their own needs  
24 and offers environment. It's really to try to

1 address a need that's been out there for some time  
2 and you know, I recognize also that it doesn't  
3 necessarily apply to everyone, every depository  
4 library but we've been, this has been something  
5 that's been ongoing for some time now and it's, you  
6 know, we question whether or not to put the cart  
7 before the horse here and begin development  
8 activities at this stage based on where we are with  
9 the LSS initiative and effort which is basically  
10 a large scale rewrite of our technology platform  
11 but we felt that it was important enough, it's been  
12 everywhere since I've been here which is two and  
13 a half years, it's been on the radar and something  
14 that this counsel has asked us to investigate and  
15 we just felt that it was important enough to go  
16 ahead and move forward and build something that if  
17 we need to, down the road, change or modify some  
18 of the functionality to support the outcomes of the  
19 market research activity, then we're building a  
20 flexible tool that can accommodate that. So  
21 that's our thinking and again, we just decided that  
22 we needed to move forward.

23 MS. BEVER: You were saying, this is  
24 Greta Bever, Chicago Public Library, you were

1 saying that in the early stages that a time  
2 commitment was a 45 minute conversation and I was  
3 wondering in terms of later stages, when you are  
4 watching individuals work, what kind of time  
5 commitment that would typically be?

6 DR. FOSTER: So when we go and do the  
7 site visits, this is Nancy Foster talking, when we  
8 go and do the site visits, we're going to want to  
9 talk to two to four people in a more formal way and  
10 then have casual conversations with people at the  
11 site. Any individual who is going to participate  
12 intensively would, could expect that it would be  
13 two and a half hours maximum, maybe less, and that  
14 will only be probably a couple of people with whom  
15 we do the full process of the video recording and  
16 then the audio. But with most people it will be  
17 a shorter time commitment.

18 MS. IRWIN: Kate Irwin, Wake Forest.  
19 Can you talk a little bit about your site selection  
20 criteria? Like how does that process work?

21 MS. RUSSELL: Excuse me, Lisa Russell,  
22 GPO. We try to, it's not going to be a random  
23 sample because we're working with a fairly small  
24 group but we try to pick representatives of

1 different areas to make sure that we're getting  
2 everybody's needs taken care of. For example,  
3 there is only four service academies in the  
4 program. So picking one of them does mean that  
5 we're giving them a little bit more weight than say  
6 picking one academic library. However, if we  
7 don't pick a service academy, then we may be missing  
8 some need that they have that the other libraries  
9 don't have. So we tried to pick some from every,  
10 every library type in addition to you know, the four  
11 big groups, the academic libraries, the public  
12 libraries, law libraries and state libraries.  
13 We've got small, medium and large representatives  
14 from each of those areas plus we looked at making  
15 sure we had regionals and selectives and we also  
16 wanted to be geographically dispersed so we tried  
17 to get at least one library from every census  
18 district and one from a territory.

19 MS. PRITCHETT: Hallie Pritchett,  
20 University of Georgia. Any other questions from  
21 counsel before we move to the audience? Questions  
22 from the audience? Don't be shy.

23 MR. SHAW: I'll take --

24 MS. PRITCHETT: Go ahead.

1                   MR. SHAW: This is Jim Shaw from the  
2 University of Nebraska at Omaha. This is for Dr.  
3 Foster. Closer to the mic, there we go. Thank  
4 you. So just to make sure I'm understanding, what  
5 we're dealing with on the systems side is actually  
6 multiple systems that interact with each other and  
7 so for that to work well, you have to look at a lot  
8 of different things in terms of, well I'm thinking  
9 of where things hand off from one to the next, you  
10 know, compatibility, all sorts of things that go  
11 into systems design. So as I understand it, what  
12 we're trying to do with the ethnographic study is  
13 identify precisely what it is people are actually  
14 doing at their desk and relating that back to the  
15 systems they're working with and thereby figure out  
16 how we can streamline, how we can improve the  
17 process. Is that basically what we're doing here?

18                   DR. FOSTER: That's certainly true.  
19 The kinds of information that we'll pull out of the  
20 qualitative study will also help the people who do  
21 the real design work. The people on the technology  
22 side get a better understanding of what kinds of  
23 feature and functionality to include in the system  
24 so that it will make it possible for people to do

1 their jobs well and find what they need to find.  
2 So, I mean, the answer to your questions is yes and  
3 --

4 MR. SHAW: Okay, yes. And I'm  
5 assuming that you not only have to sort of rebuild  
6 the system to address the specific things people  
7 are doing but try to also build some flexibility  
8 into it so that it can morph over time. So you  
9 know, it would somehow be dynamic over time. Does  
10 that, did I express that well?

11 DR. FOSTER: You did. I can speak to  
12 well, the system has to be dynamic over time in a  
13 technical sense but it also, you also want a system  
14 that's dynamic in terms of the way people do their  
15 work and the kind of requests they're trying to  
16 fulfill.

17 MR. SHAW: Uh-huh.

18 DR. FOSTER: So the way the system is  
19 architected should speak to the former. Now what  
20 speaks to the latter, to some extent you have to  
21 continue to stay in touch with what's going on in  
22 the field to make sure that as work practices change  
23 that your system, which is capable of changing to  
24 meet them, knows what they are so those adjustments

1 can be made.

2 MR. SHAW: So that communication  
3 becomes a feedback loop then.

4 DR. FOSTER: Ideally.

5 MR. SHAW: Okay.

6 DR. FOSTER: Ideally.

7 MR. SHAW: Thank you.

8 MR. SMITH: That's what I was going to  
9 add.

10 MR. SHAW: Yes.

11 MS. GLENN: Valerie Glenn, HathiTrust.  
12 This is actually just a follow-up question to the  
13 initial criteria for selection. Was that the  
14 first variety of groups that you mentioned, was  
15 that for the initial phone calls and so what  
16 additional criteria will be used to winnow down to  
17 the libraries that are selected for the site  
18 visits?

19 DR. FOSTER: You are giving that one to  
20 me? Okay, I'll take the first crack at it and then  
21 other people can correct me. I think that the  
22 answer to that question remains to be seen to some  
23 extent because when, I think that part of it is the  
24 nature of the problems that people are having and



1 we certainly want to go to the place where you have  
2 really interesting problems. Well that's from my  
3 perspective. I'm the anthropologist speaking so  
4 I'm going to now turn it over to wiser heads.

5 MR. SMITH: And Valerie, I may have  
6 misunderstood your question. I'm assuming you're  
7 talking about how we get from 24 to 12?

8 MS. GLENN: Yes.

9 MR. SMITH: And you know, again, I  
10 think we want, we want to have broad  
11 representation. Lisa has mentioned some of the  
12 different types of libraries that are under  
13 consideration that, you know, it's not a sampling.  
14 So whether or not, you know, and this, I think also  
15 ties into the previous question. And Nancy has  
16 shared this with us, you can't do this once and  
17 expect that that's sufficient. You know? We have  
18 to continue to revisit this and understand what are  
19 the challenges and how can we help address some of  
20 those challenges in the field. Now we'll make,  
21 we'll do iterative development, we'll put our new  
22 processes but we're going to have to go back and  
23 we're going to have to validate those things on an  
24 ongoing basis because we're not operating in a

1 bubble and so the world is changing.

2 The broader technology environment is  
3 changing and I think, I think our philosophical  
4 approach to development, I strongly feel it speaks  
5 to that and because we are taking a more agile  
6 approach, we are taking that seriously and we are  
7 taking the fact that the systems integration aspect  
8 of the design model is also another important  
9 element in that we have the capability to interact  
10 with, with uh, not only our own data platform but  
11 other systems as well. You know, this is, you  
12 start, you can start to get into some of the whole  
13 link data concepts and going down that path. We're  
14 not there but I think it will be important for us  
15 to understand that it, there is a broader world out  
16 there and there are other services that are  
17 important to the process that for both depository  
18 library and staff as well as the end users and those  
19 are dynamic. I don't know if that really answers  
20 your question but I just wanted to emphasize the  
21 fact that it's not a one-time thing.

22 MS. GLENN: I would hope not, so thank  
23 you for acknowledging that. Yes, I do understand,  
24 yes, that you don't know until you've conducted all

1 of the interviews what, you know, like what --

2 MR. SMITH: Yes.

3 MS. GLENN: -- commonalities there are  
4 and what exceptions. But I just didn't know if  
5 there was already some thinking about how we might  
6 be moving forward to narrow down who gets the visit  
7 and who doesn't. So thank you very much.

8 MR. SMITH: Yes, thanks for your  
9 question.

10 MR. GAUSE: Rich Gause, University of  
11 Central Florida. I'm wondering, there is a lot of  
12 different parameters that may come into play but  
13 I'm wondering if the differences between units  
14 where the depository operations are operated  
15 administratively out of the technical services  
16 side versus the public services side of the house,  
17 if there will be differences that will come into  
18 play with both things that are going on?

19 DR. FOSTER: Nancy Foster, Ithaca S+R.  
20 We're certainly looking into that in the 24  
21 telephone interviews and we'll see, we'll see what  
22 we get initially but we're aware of that and we're  
23 asking about that. That's part of the protocol.  
24 Do you want to follow-up with that at all?

1 MS. RUSSELL: Yes, I would think that  
2 we would certainly want examples of both cases in  
3 the 10 to 12 that we end up doing the site visits  
4 just because we want to see how it works for  
5 everybody.

6 MS. PRITCHETT: Hallie Pritchett,  
7 University of Georgia, I guess there are questions  
8 from our virtual attendees?

9 MS. SMITH: Lori Smith asks, "Will LSS  
10 interact in any way with FDsys? I'm hoping that  
11 someday the CGP will include both bib records and  
12 full text like FDsys."

13 MR. SMITH: Hi Valerie. It's  
14 certainly desirable. There are still some  
15 unknowns in that area and additional work that  
16 would have to be done through the market research.  
17 Once we, once we conduct and complete the  
18 ethnographic study, we still have more market  
19 research that will continue forward. So we really  
20 have to take a broad, develop a broad snapshot of  
21 our to be needs across all of our, all of our users  
22 and there is a number of internal stakeholders that  
23 will have to be a part of that evaluation process  
24 including FDsys, our technical capabilities there,

1 and how they might best mesh with the overall  
2 strategy for content delivery. But I think it's  
3 important, I think we're taking the right approach  
4 by understanding what the depository library  
5 community is saying first before we really start  
6 to see, because we need to develop our model, our  
7 internal model based on what that depository  
8 library community, what those needs, those  
9 identified needs are, I think is the right way to  
10 approach that. So, I don't really have an answer  
11 to that at this stage, I guess is the best way. But  
12 I would ask that you stay tuned to that.

13 MS. SEIFERT: Michele McKnelly,  
14 states, "I have participated in an architectural  
15 design charrette for a library model. The result  
16 was marvelous. The issue was that our institution  
17 lacked the administrative support or funds to  
18 develop the vision. Will GPO have the funds to  
19 institute the software changes and will federal  
20 government contracting limit the outcomes?"

21 MR. SMITH: First, I didn't catch the  
22 first part of that. Can you?

23 MS. SEIFERT: Will GPO have the funds  
24 to institute the software changes?

1                   MR. SMITH: For what? Sorry Kelly, I  
2 didn't. She said she's designing a?

3                   MS. SEIFERT: Oh, she said I have  
4 participated in an architectural design charrette  
5 for a library model. The result was marvelous.  
6 The issue was that our institution lacked the  
7 administrative support or funds to develop the  
8 vision.

9                   MR. SMITH: Oh, I see. Okay. Well we  
10 think so. We're always at the mercy of Congress.  
11 So, but all indicators now are that we have support,  
12 we have the financial support from the agency, from  
13 the Superintendent of Documents, from our managing  
14 director, Laurie Hall, in the work that we're doing  
15 and we're marching forward and so until or if  
16 something changes and none of us can predict the  
17 future, there's always that possibility, we're  
18 going to continue to move to achieve our objectives  
19 with this LSS system.

20                   MS. SEIFERT: Michele McKnelly's next  
21 part, "Will federal government contracting limit  
22 the outcomes?"

23                   MR. SMITH: I'm not sure why it would.  
24 And I'm trying to understand the nature of that

1 question. I guess, I don't know if there is an  
2 assumption that our contracting model could change  
3 or, I mean, there is certainly, it's not something  
4 that moves at the speed of light. So, there are  
5 those inherent challenges with government  
6 contracting so it does take a bit of time and  
7 fortunately for us, we have an experienced team  
8 with Darryl and Lisa with working through that  
9 process so I certainly feel good. That's not  
10 something that, as the system owner, that concerns  
11 me. That's probably lower down on the list of  
12 concerns or risks associated with the success of  
13 this.

14 MS. COWELL: Hi. This is Elizabeth  
15 Cowell from U.C. Santa Cruz. I first want to say  
16 hi to Michele McKnelly. We designed a new library  
17 building in Santa Cruz that reopened in 2012 and  
18 we used some of your methodology, Nancy, to kind  
19 of outfit our spaces with technology, group study  
20 rooms. We did a photo survey of students like when  
21 you go home, what do you take with you to study?  
22 What does the space look like? And we scaled what  
23 we found to our budget so I think that's very  
24 important to keep in mind. I mean, we would have

1 loved to do really fancy things but we just didn't  
2 have the budget for it but we could meet their basic  
3 needs. What we needed to know was what do you need?

4 So it ended up working. In terms of  
5 procurement, the State of California probably  
6 rivals the federal government and I think that we  
7 ended up working very well with the procurement  
8 officer to the point where I actually hired him in  
9 my library. So you can have surprisingly good  
10 experiences with state and federal procurement  
11 processes. So I'm going to be optimistic. I  
12 really commend the GPO for going this direction  
13 because I think you're going to find out things that  
14 you would never know otherwise and I'm really  
15 looking forward to seeing what the system turns out  
16 to be.

17 MS. SEIFERT: Leslie Wilson inquired  
18 about the availability of the CGP session for  
19 virtual participants. This is Kelly Seifert, GPO,  
20 I did note to her that it wasn't being broadcast  
21 but I know that the presented, Patricia Duplantis  
22 does plan to do a webinar through the FDLP Academy  
23 on the new updates and if anyone wants to read just  
24 a little bit about the new updates, it's under News



1 and Events on the FDLP.gov home page. It was just  
2 posted on Friday evening, a little description of  
3 the new enhancements.

4 MR. SMITH: Kelly, I think she's  
5 planning to do a series, isn't she? I think it's  
6 multiple sessions, webinar sessions? Thanks for  
7 sharing.

8 MS. PRITCHETT: Hallie Pritchett,  
9 University of Georgia. Any other questions from  
10 the audience or from counsel?

11 MR. CISMOWSKI: Davis Cismowski,  
12 California State Library. I'm trying to wrap my  
13 mind around what exactly is the GPO system. When  
14 I think of anything that could be a singular system,  
15 I have to compartmentalize it into different areas  
16 because of the complex nature of what GPO tries to  
17 do with its electronic systems. I mean there are  
18 areas that are designed almost exclusively for the  
19 use of depository librarians and coordinators.

20 Then there are sort of intermediate  
21 programs that are designed both for the public and  
22 for depository people and then there are products  
23 that are designed almost exclusively for the  
24 public, like Ben's guide or FDsys. So an example

1 of something just for depository people would be  
2 web tech notes. I mean what masochistic member of  
3 the public is going to want to look at web tech  
4 notes? Probably zero. Yes. And then the GCP  
5 might be one of those hybrid things and then Ben's  
6 guide. Are we talking about redesign of all of  
7 these or just some of them?

8 MR. SMITH: That's a great question  
9 David and I appreciate it. I think the system, the  
10 concept of system comes in the form of a common data  
11 store which is one thing that we're working toward.  
12 We have disparate data. We have redundant data.  
13 We really want to work to bring together a common  
14 back end data store to support all of our different  
15 user needs. Again, we're probably looking at sort  
16 of an iterate process where some of our existing  
17 or legacy services would be gradually brought into  
18 this new environment. We can't do it all certainly  
19 at once and that would certainly overwhelm the  
20 system, which is us. But I think, that's where the  
21 commonality exists.

22 We also, part of the discussion, and  
23 again a lot of this will come out of, I think, and  
24 I hope out of our market research and taking the

1 time to do a thorough assessment, that needs  
2 assessment. But I think a lot of our initial  
3 thinking is that, in addition to that common data  
4 store back end, we could provide a, to use an old  
5 terminology, some sort of common portal where there  
6 would be the opportunity for if you're public, if  
7 you're a depository library and log in here. There  
8 has been a number of ideas floating around but I  
9 think you're right. There is certainly a lot of  
10 challenges with migrating all of these legacy  
11 systems that are operating on a variety of  
12 platforms from Drupal, Joomla, MySQL to we're  
13 running Olive 500 to provide our cataloging  
14 services. It's not something that we would  
15 certainly, I don't think anybody has any  
16 preconceived notions that we're going to be able  
17 to migrate this all into one system. But the data  
18 back end is what we really have sort of latched onto  
19 is how can we build this common data store and  
20 provide a variety of interfaces to meet the needs  
21 of different users at different times.

22 MS. PRITCHETT: Hallie Pritchett,  
23 University of Georgia. We're coming close to the  
24 end of our session time. Any last questions from

1 counsel, the audience or our virtual attendees?  
2 Okay. With that, I'd like to thank our speakers.  
3 Give them a round of applause. One quick  
4 announcement from GPO. They've asked that people  
5 share photos from the event on Twitter. The handle  
6 is #GPODLC15. If you've got any pictures, put them  
7 up. The next session will start at 3:30 so we'll  
8 take a break. Thank you.

9 (Whereupon, the above-entitled matter  
10 went off the record at 2:57 p.m. and resumed at 3:36  
11 p.m.)

12 MS. PRITCHETT: Good afternoon. Good  
13 afternoon. Thank you, I learned that from Davita.  
14 Okay, I hope you all had a nice break and we are  
15 back here to talk about the new regional depository  
16 library discard policy, which Davita announced  
17 yesterday, was approved by the Joint Committee on  
18 Printing, our Congressional Oversight Committee.  
19 And Mary Alice talked a little bit more about it  
20 in her remarks about implementing it and today  
21 we're going to be talking about the implementation,  
22 the processes and what we see as best practices.  
23 Just a little bit of background for those of you  
24 who are new to this, here is a little bit of the

1 timeline of the process we have gone through thus  
2 far and as Mary Alice mentioned, we've been very  
3 open about this all along and it began in June/July  
4 2014 when we took to the American Library  
5 Association annual meeting a discussion document  
6 which was actually a proposed policy for regionals  
7 to be able to discard materials from their  
8 collections.

9           As you know, the law says, Title 44  
10 currently says that regionals must retain  
11 everything that is distributed to them by the GPO  
12 and the federal depository library program. So  
13 this was big. There was a lot of discussion. We  
14 asked for feedback in August and we did indeed get  
15 a lot of feedback from the library associations,  
16 from regional depository libraries and everybody  
17 was pretty supportive. We got, of course, I didn't  
18 mention depository library counsel but they  
19 supported it too. Thank you all very much. We had  
20 feedback from the American Association of Law  
21 Libraries, American Library Association,  
22 Association of Research Libraries, Association of  
23 Southeastern Research Libraries, the Medical  
24 Library Association. Again, regionals provided

1 us with some feedback. The Special Libraries  
2 Association didn't respond to the call for  
3 comments. We also got a letter from the government  
4 documents round table of the American Library  
5 Association. For the most part, everybody was  
6 very supportive of what the policy aimed to do. It  
7 was unanimous with our counsel here and among the  
8 regionals, 37 out of 40 who responded to I guess  
9 it was a survey? Was it a survey? Yes. A survey  
10 was done and 37 of 40 respondents or 93% of all of  
11 the regionals supported the proposed policy so we  
12 were moving forward. We were moving forward. In  
13 November of that same year, GPO did a survey of  
14 regional depository libraries to determine their  
15 intent.

16 If the policy were to be implemented,  
17 how would they employ the policy within their  
18 library? It was not anything that had any ties.  
19 They were not going to be held to the fire to abide  
20 by what they submitted. It was just for us to get  
21 a baseline idea of which way depository, regional  
22 depositories were leaning with the need to, or the  
23 desire to discard materials. We reported on that  
24 in December 2014 at a virtual meeting and in July

1 of 2015, Davita Vance-Cooks, Director of GPO, sent  
2 a letter to the Joint Committee on Printing asking  
3 their approval of the discard policy and I think  
4 I'm on safe ground in saying in record time we got  
5 a very quick response from the JCP. We heard a  
6 response within a month. Within a month we had  
7 learned that the JCP approved the regional discard  
8 policy.

9 So we're going to talk about that today  
10 and then you see the last thing on the timeline  
11 there is January 2016 where we will begin  
12 implementation testing. There were some  
13 concerns, although the feedback we got was very  
14 positive and wanted us to move forward with this  
15 policy, there were some concerns. One is that they  
16 thought, and this was amongst all of the people who  
17 gave us feedback, all of the associations that gave  
18 us feedback. They wanted us to seek trusted  
19 repository certification for FDsys. You heard  
20 yesterday that we are indeed working on that so  
21 that's on our checklist and we truly want to do that  
22 and we want to be successful to do that. The desire  
23 for an inventory and bibliographic control of the  
24 national collection was also a desire and we've

1       been working very hard on that, just ask Laurie's  
2       folks. Very, very hard, and we will continue to  
3       do so.

4               We also heard that you all want  
5       geographically distributed tangible copies that  
6       will be true and you wanted us to define the  
7       requisite number of tangible copies to ensure  
8       access and preservation and I'll get to that in just  
9       a minute. So, these were the concerns. We are  
10      addressing them. Some are going to take longer  
11      than others to do but the community as a whole  
12      pretty much said these are things you need to work  
13      on but don't wait to get all of these done before  
14      you move forward. So, we're moving forward. So,  
15      the purpose, of course, of this policy is to allow  
16      regional depository libraries the option to  
17      discard certain tangible materials and provide  
18      permanent public access to the digital versions  
19      available on GPO's federal digital system and that  
20      meets the standards of the Superintendent of  
21      Documents as authentic.

22              So, authorized discard will be  
23      authorized when the publication one, has been  
24      retained by the regional and tangible form for a



1 period of seven years from the date of receipt  
2 processing or shipping list date. I think our  
3 general counsel has added to that whichever comes  
4 first. Two, is available on GPO's federal digital  
5 system as a format that meets the standards of the  
6 Superintendent of Documents as authentic with the  
7 digital signature of the superintendent of  
8 documents. So that's what went forward and in  
9 Davita's letter to the joint committee where she  
10 asked for approval, she gave some background and  
11 she likened it to the transition we made in 1962  
12 when we got the structure of regional depository  
13 libraries and selective depository libraries.

14  
15 One of the big reasons for that was that  
16 libraries were overcrowded. Before that,  
17 libraries had to keep everything that was sent to  
18 them. There was no discarding at all. With the  
19 regional structure that was added, the regionals  
20 then had to retain and selectives could withdraw  
21 materials and also at the same time the use of  
22 microfiche was also allowed for the federal  
23 depository library program so it was likened to  
24 that as a new transition. Now, instead of

1 microfiche, we just need that access to online  
2 materials so okay, we're moving forward, we're  
3 moving forward. She also referred to the forecast  
4 study where we heard from you all that you need the  
5 increased flexibility and that indeed became one  
6 of our strategic priorities. She also again,  
7 referring to the forecast study, talked about the  
8 users and their need for digital content and your  
9 need for digital content. So in addition to, and  
10 this is right from her letter now, "In addition to  
11 alleviating space problems, freeing greater  
12 resources to focus on the needs of growing  
13 population of library patrons and the public at  
14 large, which increasingly obtained information in  
15 digital formats, advances the intent of the FDLP  
16 to be available for the free use of the public as  
17 provided in Title 44, Section 1911, as well as GPO's  
18 mission of keeping America informed.

19           These goals are impaired when space  
20 limitations result in the relocation of tangible  
21 collections or the withdrawal of regional  
22 libraries from the FDLP". So there was a very  
23 strong argument and again, within 30 days, we heard  
24 from the Joint Committee on Printing that they

1 approved our proposed policy with an added third  
2 stipulation. A minimum of four tangible copies of  
3 the publication exists in the FDLP distributed  
4 geographically. A minimum of four. So, the Joint  
5 Committee on Printing has defined for us the number  
6 of copies. Okay? Now, remember this is a floor.  
7 We can't go below that and I think it took a while  
8 for us at GPO. We looked at this and I think we  
9 were all stunned for a while because this has huge  
10 implications for us and I'm going to share this,  
11 Davita shared this with her executive team and Mary  
12 Alice, of course, was in there and Davita said well  
13 aren't you happy? They approved it? It was kind  
14 of, well wait a minute, we have to see what they  
15 approved here. It really did stun us but I think  
16 it has put us in a very good place. There are lots  
17 of things that we need to do but I think it puts  
18 us in a very good place in moving forward and not  
19 just for regionals but it fits into what we're doing  
20 with the national plan and increasing access and  
21 preserving the content. We'll get to that in a  
22 little bit. In adding that third stipulation,  
23 Gregg Harper, Chairman of the Joint Committee on  
24 Printing said, "This will enable the program to

1 accomplish its goals while also providing the  
2 necessary access to materials".

3 So when we're talking about the goals,  
4 let me go back to Davita's letter where we're  
5 talking about the needs of remote users and digital  
6 content and relieving regionals of space, so all  
7 of these things they think we can accomplish and  
8 still have the necessary access for our program.  
9 Okay, nobody has gone running from the room yet.  
10 As a result, the policy requires regionals to  
11 inform GPO of their intent to discard the tangible  
12 depository materials, to receive advanced approval  
13 to discard from the Superintendent of Documents and  
14 to offer the discarded publications to the  
15 selectives they serve and then to other depository  
16 libraries nationwide. These were drafted in order  
17 to ensure that the requisite number of tangible  
18 copies are retained within the FDLP for permanent  
19 public access and preservation.

20 Little did we know that we would come  
21 back with a floor of four. There is nothing,  
22 absolutely nothing in this policy that requires  
23 regionals to discard. I want to stress this. You  
24 don't have to discard but you will be allowed to.

1 The policy requires GPO to ensure a minimum of four  
2 geographically distributed tangible copies of  
3 publications exist in the FDLP. We have to accept  
4 the request from the regionals to withdraw and we  
5 need to have the process in place to approve or  
6 disapprove of the regional requests. This is also  
7 going to require us to maintain an inventory of  
8 regional holdings. That's a biggie. That's a  
9 biggie. And this kind of feeds into what we were  
10 talking about yesterday about a national union  
11 catalog. We're going to have to have the holdings  
12 for the regionals. Adding the selectives to that  
13 would be a huge, huge, huge endeavor but we are  
14 going to have to know the holdings of the regionals  
15 because as you'll see, ensuring the geographic  
16 distribution of these copies is not as easy as one  
17 might think and I think Daniel's presentation in  
18 the spring, I think, taught us that all very well  
19 when we tried to put it into a formula. Now we're  
20 really dealing with it and it's not less  
21 complicated. Okay, so the four copies, with  
22 access copies we presume use.

23 They may circulate, you can share them  
24 through interlibrary loan if your library provides

1 interlibrary loan services for documents. This  
2 use also means wear, tear and potential loss. With  
3 preservation copies, we cannot accept wear, tear  
4 and potential loss. This presumes a dark archive  
5 but preservation copies can also be a source of  
6 tangible facsimiles, a source for new digital  
7 copies and we always want to use the best copy  
8 available and these can be considered the copies  
9 of last resort. So, take these things into account  
10 and we're talking about the four minimum  
11 preservation copies, taking those things into  
12 account, and our definition of a preservation copy  
13 of record.

14           The preservation copy of record for  
15 tangible publications is the complete version set  
16 aside to protect its information, I can't see that  
17 far anymore, to protect its informational content  
18 and intrinsic value from decay and destruction.  
19 The copy of record may be non-destructively  
20 digitized to create a digital surrogate to function  
21 as the use copy. The intrinsic value is the worth  
22 of an item beyond the information content and  
23 includes a combination of factors including  
24 historical value and providence. The

1 preservation copy of record for digital content is  
2 the preservation master file stored in a  
3 trustworthy repository.

4 Derivatives of the preservation master  
5 copy are made available for access and the digital  
6 copy of record should be produced to specifications  
7 that will allow the creation of printed facsimile  
8 versions should one be needed. There were a lot  
9 of questions when we asked for feedback about the  
10 details of how we're going to implement this and  
11 we didn't have the answers at that time. We didn't  
12 know whether or not this was going to be approved  
13 and we needed some time to think about this after  
14 we did receive approval. But given what we're  
15 looking forward to, the basis for our GPO discard  
16 decisions will be geographic diversity, JCP told  
17 us that. We have to have geographic diversity.

18 We're also going to be looking at  
19 broadband availability. If you're going to be  
20 discarding materials from regional collections in  
21 favor of the online versions, then we need to make  
22 sure that you're in an area that has the access for  
23 the users to obtain the information. We're  
24 looking at natural disaster risks: earthquakes,

1 floods, tornados, hurricanes, tsunamis,  
2 volcanoes. They're everywhere. I think the only  
3 safe place was the upper peninsula of Michigan so  
4 if we look at a map later. We're also going to take  
5 into account the number of available copies and  
6 again, that gets back to the importance of the  
7 inventory.

8           And of course, needing the best copy  
9 available is directly going to the condition  
10 assessment. After some long and hard thinking  
11 about how were we going to make sure that we have  
12 geographic diversity and let me say that the JCP  
13 actually said that one way we may ensure this is  
14 by using the census map and then they gave us the  
15 census map that had the four regions and then the  
16 different subdivisions but said that we could go  
17 by the census four regions. I think we all agreed  
18 at GPO and I suspect we probably have your support  
19 in this as well, I don't think we're ready for only  
20 four yet. So we've chosen a map that has ten  
21 regions right now. So we're using the GPO regional  
22 printing and procurement office regions. There  
23 are ten of them.

24           We don't have American Civil or



1 Federated States of Micronesia or Guam on the map  
2 but they will follow Hawaii. We don't have Puerto  
3 Rico or the Virgin Islands on the map but they will  
4 follow Florida. So if we look at the regions, the  
5 ten regions, this chart shows the states and  
6 territories that are in each of the ten regions.  
7 The number of depository libraries that would be  
8 served by those regions and the 2014, this is an  
9 estimated population from the Census Bureau, in the  
10 thousands.

11 It's not quite even but you see more  
12 depositories where the population is higher.  
13 That's not unexpected. But this is kind of at  
14 first glance what things would look like. So, why  
15 the GPO regions? First of all, there are more than  
16 four. We also looked at the response from the  
17 Discard Intent Survey of November 2014. Now  
18 again, what they submitted was not set in concrete  
19 but again, it gave us some baseline idea of what  
20 might happen if this policy were to be approved and  
21 implemented. We also see that there are more  
22 regions in the northeast and the Mid-Atlantic,  
23 which goes to the population density which is one  
24 of the things that we wanted to consider and counsel

1 had advised us that we look at population density  
2 as well. We look at this map and regionals  
3 covering multiple states are intact here. We  
4 looked at a lot of maps including the census map  
5 and we saw where Minnesota might be in a region with  
6 South Dakota but not with Michigan or Minnesota  
7 might be in a region with Michigan and not South  
8 Dakota. Well, the GPO puts you all together so,  
9 along with Alaska and Washington and Maine and  
10 Vermont, New Hampshire and we've put the islands  
11 with Florida and Hawaii.

12 And there is also a GPO working  
13 infrastructure that is in place. We do have the  
14 ten regional offices and there are two in Texas,  
15 two in California and two in Virginia? We'll see  
16 it on the map. But it's also a place where if we  
17 need to go out into the region, it could be a place  
18 from us to work from. So, we have, we talked about  
19 this with Ted Priebe. Some of you may remember Ted  
20 when he was in Library Services and Content  
21 Management. He is now working with the regions and  
22 he's very supportive of this idea and he just  
23 thought it was cool that we wanted to use the GPO  
24 regions and offered 100% support as best they could

1 for us if we wanted to use their office and he said  
2 to me, this is going to be good for us too.

3 We will then have a presence, albeit not  
4 a constant presence, but a presence and a working  
5 relationship with the regional offices and if you  
6 recall, this is the source of many of our fugitive  
7 documents. So if we can have a presence in those  
8 regional offices, they will learn from us, we'll  
9 learn from them and all will be right with the  
10 world. So when we looked at the Discard Policy  
11 Intent Survey, the question was which response best  
12 describes the collection development strategic  
13 direction for your library including the regional  
14 depository library collection. Fifty-six percent  
15 or 25 libraries said they wanted to retain the  
16 current regional tangible collection and you see  
17 those libraries or those states with the dark aqua  
18 color. Continue to build a tangible collection  
19 was 60%. Provide a blend of tangible and online  
20 holdings, 87%, and provide as many online holdings  
21 as possible, 51%.

22 But I pulled this map out particularly  
23 because we know how many libraries want to retain  
24 the regional collections from this map. So we have

1 Nevada and Wyoming in that brownish color. They  
2 are not served by a regional. The states in gray  
3 are libraries that did not mark on the survey that  
4 they wanted to retain. So they want to discard  
5 materials, we don't know, of course, to what extent  
6 but some of them we have a pretty good idea.  
7 Mentioned we wanted to look at broadband access.  
8 This is wireline. This map is current as of June  
9 30, 2014 and this is from [www.broadbandmap.gov](http://www.broadbandmap.gov). A  
10 survey was done of internet service providers and  
11 this is the result from that point, from June 30,  
12 2014. They did say that they also know that there  
13 are a lot of providers that did not complete the  
14 survey like so often happens. So this may not be  
15 quite complete but you can also see that it's really  
16 starting to align with the population densities.  
17 Here's wireless, a whole lot better here. This is  
18 the population density map from the Census Bureau,  
19 high concentration along the, in the northeast, the  
20 Mid-Atlantic and California. Natural disasters,  
21 so we're all going to Michigan and Montana.

22 I did see another map but it's not on  
23 this map. The tsunami's are along the west coast  
24 and then of course we have Mount St. Helens. The

1 white spot? The middle? Oh, the Four Corners,  
2 yes. I want to thank Hallie Pritchett for this map  
3 and her GIS librarian, Meagan, I don't know how to  
4 say her last name.

5 MS. PRITCHETT: Meagan Duever.

6 MS. COWELL: Meagan Duever, thank you  
7 for these maps. They took some maps and identified  
8 where regionals are. This is just a plain old map  
9 of the U.S. and identifies with a little yellow  
10 triangle where regionals are. Here is one with the  
11 selectives added just so you know where we all are.  
12 Here is that same population density map that has  
13 the yellow triangles for regionals, all of the  
14 depositories, and here are the GPO regional  
15 printing and procurement offices with the yellow  
16 triangles. Now this is not where, the yellow  
17 triangles are not representing where regionals are  
18 currently. This is an indicator of the complexity  
19 of all of this because you can have any number of  
20 regions but if your copies are close to borders like  
21 in Nevada, Utah and southern Idaho, you're really  
22 not going to have geographic diversity.

23 So we have to be very careful about all  
24 of this. We have our map and we have the other

1 factors but that inventory is going to be extremely  
2 important. Mary Alice mentioned the testing,  
3 implementation of the testing. We are going to be  
4 testing processes and procedures with six regional  
5 depositories. We have a mix of state, public and  
6 academic and the testing will begin or we hope it  
7 will begin around January 4, 2016 which is the first  
8 Monday we come back to work after the new year. We  
9 will be testing how libraries can submit requests.  
10 We're going to test our processes of reviewing and  
11 responding. We are going to look at the best way  
12 to do an inventory of the holdings and we have to  
13 think about the disposition of the titles that are  
14 approved for discard. GPO staff will be available  
15 at the test libraries so we will be making visits  
16 out to the test libraries. On [www.fdlp.gov](http://www.fdlp.gov), we'll  
17 have a web page where there will be a form to submit  
18 for regionals.

19 We are going to provide a list of titles  
20 that are eligible for discard and because this is  
21 actually a process that's not written into the law,  
22 we want to be very careful about this and make sure  
23 that we have a track of what we're doing so we're  
24 going to require a digital signature of the library

1 director or designee when they submit the form at  
2 least for the testing. I don't know. We'll see  
3 what happens. The test regional libraries as  
4 mentioned yesterday are Arizona State Library,  
5 Archives and Public Records, Boston Public  
6 Library, Oklahoma Department of Libraries, Oregon  
7 State Library, University of Florida and  
8 University of Virginia. We, again, have a mix of  
9 state, academic and public libraries.

10 If you take a look at the library intent  
11 response map, all of these states have indicated  
12 that they wanted to discard materials. All of  
13 these regionals indicated that they wanted to  
14 discard materials with the exception of the  
15 University of Florida. But these states have the  
16 geographic diversity we're looking for. It's a  
17 mix of types of libraries. It's also a mix of  
18 models so that we have Oklahoma where there are two  
19 regionals. We have the Oregon State Library who  
20 is a regional with other libraries through shared  
21 housing agreements. We have, the University of  
22 Florida is a little bit different. They are going  
23 to be working with us with cataloging records and  
24 looking at the inventory.

1                   We do know that they use the 583 MARC  
2                   Field in their cataloging records to identify  
3                   preservation and digitization action data so we're  
4                   going to look at the condition information that  
5                   they have in there and see how we can start building  
6                   the inventory and what kind of information we might  
7                   need. For the test, we're not going to use the  
8                   entire body of eligible titles in FDsys. We're  
9                   going to use the congressional record daily.  
10                  We're going to use the GAO reports and Comptroller  
11                  General decisions and both of these titles were  
12                  found on the wish to discard. They were among the  
13                  top four titles on the wish to discard list when  
14                  we did the survey in 2014. We want to select  
15                  hearings to be part of the test and we'd like a  
16                  committee, it's yet to be named, we'll look further  
17                  at the study that Suzanne Ebanues and Heidi Ramos  
18                  have been doing about the hearings but we want a  
19                  committee that has complete holdings on FDsys and  
20                  we want a committee that has a low percentage of  
21                  holdings on FDsys and we are also going to let our  
22                  participating libraries add titles to that list if  
23                  they wish. One of the reasons we want to look at  
24                  a low percentage is because we want to see what you



1        might have in your library that we don't have on  
2        FDsys but the primary reason, of course, is to free  
3        up some space in your library so we have a  
4        longstanding, daily, we have a committee that has  
5        a lot of hearings.

6                So the processes we're going to go  
7        through, we really want to know whether what we  
8        learned in 2014 is still valid today and from things  
9        we've been hearing, we suspect that it might not  
10       be. We suspect that there might be actually more  
11       regionals that want to discard but we want to know  
12       that. Libraries, regionals, will have to request  
13       for discard approval to GPO. GPO will respond  
14       within 30 days. Don't take action if you don't  
15       hear from us though. We may be furloughed. Offer  
16       titles to selectives you serve once you have the  
17       permission to discard and then allow two weeks for  
18       a response from them. Post to needs and offers and  
19       allow another two weeks for that and we think that  
20       these timeframes are allowing enough time for  
21       people to respond if they do want to get materials  
22       from a regional, yet, rapid enough to allow  
23       libraries, regionals, to feel some relief from  
24       discarding.

1           With that said, we've been thinking  
2           about best practices and we've heard a bit about  
3           collection development and collection management  
4           plans from Rich and from Scott today because they  
5           had to do something like that in the certificate  
6           program. First of all, we want, again, we want the  
7           discard intent to be validated and to work with  
8           selectives in your region. I think the  
9           communication here is very important and if you're  
10          a regional and you want to be discarding materials  
11          from your collection, it could be a best practice  
12          to talk with them about it beforehand and find out  
13          if they are okay with that, if there is any kind  
14          of, I don't want to say lack of support but any  
15          reaction that might be gee, I was really expecting  
16          you to hold onto that title, that kind of thing,  
17          work out with the selectives.

18                 I think one way to do that, you know,  
19                 we're all supposed to have collection development  
20                 plans and it, I think, would be a very good best  
21                 practice to come up with a state wide collection  
22                 development plan that includes discard strategies  
23                 and then provide GPO with a copy of it and to also  
24                 share it with other regionals. I think too, that

1 if you're a regional and you go to your selectives  
2 and say here is what I submitted on the survey and  
3 it's still valid today, any of you want any of these  
4 materials and at that point they say no and you  
5 ahead and submit your request to GPO and GPO allows  
6 you to discard materials, in all of the planning  
7 for this, you've already gone through one step of  
8 approval that saves you two weeks. Just a thought.  
9 We are going to need some help. We're going to need  
10 some information. We, of course, want feedback on  
11 this and you can send it to me if you'd like. We're  
12 going to want to know, we're going to have questions  
13 like what format, what's the format of your  
14 bibliographic data? What's the best way for you  
15 to transfer records or to shareholdings? How are  
16 your peace level records maintained and we may have  
17 other questions as we go through the test process  
18 but this is what has come to mind very quickly as  
19 we've been reviewing everything we need to for this  
20 process. So we do welcome your feedback. We  
21 can't do anything about that minimum of four but  
22 there might be other things that we haven't  
23 considered or thought of in this whole process but  
24 this is how it is shoring up to us right now and

1 again, we'll learn more from the testing and make  
2 any alterations that we need to make it work.

3 I want to thank the Depository Library  
4 Counsel who has been working with us on this.  
5 There has been a subgroup. All of the regionals  
6 on counsel were on the subgroups, Hallie, Marianne,  
7 David, Janet, that's all the regionals. And then  
8 we did not leave out the selectives. We had  
9 selective representation also on the committee,  
10 Karen, thank you, Jim, Daniel and Rich. Thank you  
11 all so very much for the countless hours that we  
12 spend discussing this and helping us come up with  
13 some of the guidance for this whole process.

14 MS. PRITCHETT: Hallie Pritchett,  
15 University of Georgia. So the room is really  
16 quiet. No, well, first we'll start with questions  
17 from counsel. Then we will have opportunity for  
18 questions from the audience as well as our virtual  
19 attendees. Okay. Counsel?

20 MS. IRWIN-SMILER: Kate Irwin-Smiler,  
21 Wake Forest. So I was going to ask a question about  
22 the four number. I have several questions about  
23 the four number but since it sounds like you're  
24 moving towards a ten region approach, I'm going to

1 actually ask about the ten number. My question in  
2 terms of the four was what, these are four access  
3 copies, right, is what JCP was talking about?

4 MS. ETKIN: Four preservation. This  
5 is Cindy Etkin, GPO. Four preservation copies.

6 MS. IRWIN-SMILER: Four preservation  
7 copies. Not four access copies. Okay. Four  
8 preservation copies. Okay. Well then maybe  
9 never mind, that answer my question.

10 MS. ETKIN: We know there needs to be  
11 a whole lot more for access.

12 MS. IRWIN-SMILER: Awesome.

13 MS. FISHER: Janet Fisher, Arizona  
14 State Library, Archives, Public Records. In the  
15 timeline, it showed January for the test start.  
16 When can the rest of the regionals anticipate  
17 starting their discards?

18 MS. ETKIN: Cynthia Etkin, GPO. It  
19 depends. I know you just love that answer. We've  
20 got to see how the testing goes, what we learn from  
21 it, see how much we have to adjust in that time  
22 period. We do have some timeframes in the  
23 processes of allowing GPO thirty days to respond.  
24 I'm hoping that it won't take that long during a

1 test period but these are new processes for us and  
2 we have to fit them into our workflow. So I'm not  
3 quite sure exactly how long the testing will go.  
4 I have in my mind not more than three months but  
5 I don't know.

6 MS. FISHER: This is Janet again. So  
7 in my mind, I'd like to say in 2016 we can anticipate  
8 all regionals being able to discard.

9 MS. ETKIN: Some time in 2016.

10 MS. BAISH: Right. I think that's a  
11 great question, Janet. Mary Alice Baish, GPO.  
12 But we really, the reason why we're doing the test,  
13 it's very important that we develop a streamlined  
14 process. That's what many of the associations in  
15 their letters to us said. It has to be timely and  
16 I'd rather make sure that we work with these test  
17 libraries to get it right so that once we open this  
18 up to any regional that wants to request it, we're  
19 not going to stumble on challenges we had not  
20 anticipated. I hope that helps.

21 MS. FISHER: Yes, thank you.

22 MS. PRITCHETT: Hallie Pritchett,  
23 University of Georgia. While counsel has been  
24 discussing this quite a bit amongst ourselves for

1 quite some time, so I think it's time we turn our  
2 questions over to the audience. Good God. Okay.  
3 Okay. Well since I couldn't tell in that mad rush  
4 who got there first, we're just going to go like  
5 straight down the line. Okay? Go ahead.

6 MR. BROWN: Chris Brown, University of  
7 Denver. Just wondering, would we be able to see  
8 the JCP's letter or is that confidential?

9 MS. BAISH: That will be a decision to  
10 be made by the Director of GPO.

11 MR. BROWN: Okay.

12 MS. BAISH: And we haven't yet  
13 discussed it. Thank you.

14 MS. ORTH-ALFIE: Carmen Orth-Alfie,  
15 University of Kansas. My question has to do with  
16 four preservation copies but your test locations  
17 are all wanting to discard, except for one. So  
18 wouldn't it be important to establish who those  
19 preservation copies will be before you start  
20 allowing someone to start discarding? And one of  
21 the questions is like the congressional record  
22 daily edition, does preservation mean tangible  
23 paper or tangible microfiche because I know there  
24 are several regionals that did not retrain in

1 paper. Thank you.

2 MS. ETKIN: Cindy Etkin, GPO. We know  
3 that the microfiche we sent out is not preservation  
4 quality microfiche. So we are looking at  
5 tangible. If regionals kept the fiche, then they  
6 are certainly able under this new policy to get rid  
7 of them in favor of content that's on FDsys. That  
8 doesn't matter whether it's paper or fiche in the  
9 discard process but when we're looking at the  
10 preservation, we're looking at the paper and yes,  
11 it's important that we identify those libraries and  
12 we actually have been talking with some. We have  
13 not made any pacts yet but we are under discussions  
14 with some libraries.

15 MS. JARRETT: Peggy Jarrett,  
16 University of Washington Law Library. I'm going to  
17 ask Chris' question again. Will the Director's  
18 letter to JCP and JCP response be posted? So he  
19 just asked about JCP's response.

20 MS. BAISH: Hi Peggy. Nice question.

21 MS. JARRETT: Hi Mary Alice.

22 MS. BAISH: Trying to get that one in  
23 again. I really haven't discussed that with  
24 Davita Vance-Cooks and as head of the agency, that



1 would be her decision to make.

2 MS. JARRETT: Thank you. So my other  
3 question is the copies. So the quote did not say  
4 preservation copies. The quote from the letter  
5 said copies exist so you're assuming that they mean  
6 preservation copies and then maybe what I think  
7 Kate was asking was okay, four preservation copies,  
8 so how many access copies and who is going to  
9 decide? How are you going to decide that?

10 MS. ETKIN: Cindy Etkin, GPO. I think  
11 access copies are a totally different ball game.  
12 One of the things that I tried to get across and  
13 maybe I didn't do so well in doing that, was that  
14 if we had the preservation copies, we could always  
15 create tangibles from them or to reproduce digitals  
16 and all of these materials that will be discarded  
17 will have digital versions on FDsys, which has all  
18 kinds of back-up. So there are lots of ways we can  
19 make access copies. And again, I want to remind  
20 everybody this four is a floor. That's a minimum  
21 and again the policy does not require libraries to  
22 discard, only if they chose to and we know that  
23 there are some libraries that will not be.

24 MS. WALSH: Mary Jane Walsh, Colgate

1 University. Two questions. Is it possible to go  
2 back to that slide that showed the map with the  
3 intent to discard and remind us what the blue color  
4 is because my region was blue? And while you're  
5 getting there, the second question has to do with  
6 oops, there you go. What color is the blue again?  
7 No discard or didn't respond?

8 MS. ETKIN: Cindy Etkin, the light  
9 blue?

10 MS. WALSH: No, the darker blue.

11 MS. ETKIN: The darker blue are those  
12 that indicated that they would retain their current  
13 regional collection.

14 MS. WALSH: Okay, thank you. My  
15 question is about the digital copies on FDsys and  
16 I'm embarrassed I don't know my own answer. If we  
17 are keeping four tangible copies as preservation  
18 copies, what do we do for preservation of the  
19 digital? Do we just assume we're going to take  
20 those preservation copies? I mean if FDsys  
21 crashes and burns because a meteor lands on DC, how  
22 soon can the public, yes why not, what the heck,  
23 um, how soon can we expect back-ups to pop up? I  
24 know there are tape back-ups but what about real

1 time backups?

2 MS. ETKIN: Cindy Etkin, GPO. Five  
3 minutes.

4 MS. WALSH: Cool.

5 MS. PRITCHETT: Your meteor thing just  
6 threw me, sorry. But it wasn't on the list.

7 MS. ETKIN: We do have, yes. We do  
8 have COOP plans, Continuity of Operation Plans and  
9 we do have alternate facilities that are not within  
10 the DC region and we test this fairly frequently  
11 and it has been seamless to you all. We've gone  
12 back and forth between FDSys and the COOP sites.

13 MS. PRITCHETT: Sorry, go ahead Bill.

14 MR. SUDDUTH: Bill Sudduth, University  
15 of South Carolina. I will ask one question and get  
16 back in line. If I have a preservation copy, do  
17 I also have to have an access copy?

18 MS. ETKIN: Cindy Etkin, GPO. If you  
19 have a preservation copy, do you also need an access  
20 copy? Is that what I heard? You need an access  
21 copy if you have users that need it.

22 MR. SUDDUTH: So yes?

23 MS. ETKIN: Yes.

24 MR. SUDDUTH: Thank you.

1 MS. PRITCHETT: Hallie Pritchett --

2 MS. ETKIN: Or access to one in some  
3 other location.

4 MR. SUDDUTH: Is the electronic copy an  
5 access copy?

6 MS. ETKIN: Yes.

7 MR. SUDDUTH: So I only have to have one  
8 tangible copy and it could be designated as the  
9 preservation copy?

10 MS. ETKIN: Yes, and then the  
11 electronic copy that you're discarding, well you  
12 wouldn't be discarding because you have your  
13 preservation but the electronic would be FDSys.

14 MS. PRITCHETT: Hallie Pritchett,  
15 University of Georgia. We're going to go with  
16 Sandy's question and then we'll go to the virtual  
17 questions. Okay? Go ahead.

18 MS. MCANINCH: Sandy McAninch,  
19 University of Kentucky Libraries. I'm curious  
20 about the inventory you want to have. Is this just  
21 an inventory of the titles that are going to be  
22 discarded or an inventory of a regional's entire  
23 holdings?

24 MS. ETKIN: Thank you, Sandy. Good

1 question. We have talked about this at length and  
2 like I mentioned yesterday, we really would like  
3 to have a union catalog but we need to start  
4 somewhere and we want, we need to start with  
5 holdings, I'm getting signals from Laurie.

6 MS. HALL: It's Laurie Hall, GPO.  
7 I'll save you, Cindy, on this one. I think we're  
8 going to have to do Sandy, for the purposes of the  
9 test, we're going to have to do inventories of those  
10 four titles. I think that we can say that we can  
11 do that for the purposes of the test. But as we're  
12 doing that, we're still going to continue that  
13 inventory, that National bib record inventory.  
14 So, did that answer your question Sandy because  
15 sometimes those get confused so for the purpose of  
16 the test, we're going to try to do some, get  
17 regional holdings for those particular titles as  
18 the test. Did that answer your question?

19 MS. MCANINCH: Yes and --

20 MS. HALL: No, the one, the regional,  
21 the first step will be the regionals that are in  
22 the test group, that's enough. I think. That's  
23 enough to start with. And I think we're going to  
24 get a lot of information just trying to do those

1 holdings for, remember this is 1993'ish to 2007.

2 Did I get the dates right?

3 MS. ETKIN: 1994.

4 MS. HALL: 1994, although there is --

5 MS. BAISH: Through 2008.

6 MS. HALL: 2008. So just for those  
7 test libraries, for those test titles. The reason  
8 I ask all regionals is because of the earlier  
9 question about don't you need to know where your  
10 four preservation copies are going to be?

11 MS. ETKIN: Yes, that's exactly right  
12 and we will have to have regional holdings beyond  
13 the test libraries and beyond the discard.

14 MS. MCANINCH: Can you approve a  
15 discard without knowing who is going to hold at  
16 least that one preservation copy?

17 MS. ETKIN: Yes, if it's above four we  
18 can, yes.

19 MS. MCANINCH: Okay.

20 MS. PRITCHETT: Hallie Pritchett,  
21 University of Georgia. We are going to the virtual  
22 questions first and then we'll go back to Celina.

23 MS. DAHLEN: Okay. Ashley Dahlen,  
24 GPO. Jill Moriearty asks, "Will or has an official

1 letter been sent to depositories yet? We need to  
2 inform our administrations?"

3 MS. ETKIN: Cindy Etkin, GPO. Jill,  
4 thank you for that question. Are you talking about  
5 a letter going out to depositories indicating that  
6 we're going to be doing this? Just as an awareness  
7 thing?

8 MS. DAHLEN: I'll let you know when she  
9 chimes in. She says yes.

10 MS. ETKIN: She said yes. Okay. We  
11 have not yet done that. We wanted to share this  
12 whole process with you all to get some feedback but  
13 we will absolutely be sending out communications.  
14 There have been communications with the libraries  
15 that are the six test but beyond that, not yet. But  
16 we will not that we've announced all of this to you.

17 MS. DAHLEN: Okay, from Laurie Smith.  
18 "Another factor to consider in deciding where  
19 complete collections should be is the stability of  
20 funding." And Laurie says academic libraries but  
21 then the conversation sort of moved on and they said  
22 well state libraries have academic funding or  
23 problems too so.

24 MS. ETKIN: I didn't hear all of what





1 actually reached out to the libraries to ask them  
2 if they would be willing to be part of our testing  
3 process and I think the initial reaction was like,  
4 let me put my mind around what you just told me,  
5 right? About the floor of the four copies. But,  
6 I think as I talked with the librarians and in some  
7 cases with the directors, I think as they heard more  
8 of how I explained what we're trying to achieve with  
9 the test which is using different models of  
10 regionals in different states, there was a level  
11 of excitement growing about the possibility of  
12 their participating. And they had to stop and  
13 think because you know, the survey was done in  
14 November 2014 and the situation or their responses  
15 might have changed since then. So for some of  
16 them, you know, they needed a pause, which was one  
17 reason why we're not even going to begin any kind  
18 of formal testing until January. I think they all  
19 needed a little bit of time to digest this  
20 information. And the notion of if you want to call  
21 it embedding a librarian within the test libraries,  
22 it's not like the ethnographic study that Dr.  
23 Foster is making but it's for us to have a better  
24 understanding of how each regional library does

1 things and are we getting that complete  
2 understanding. And then we'll bring back what we've  
3 learned from the six processes to Janet, as I said  
4 before. Make sure that we have found a way that's  
5 going to be streamlined and that's going to work.  
6 It needs to be successful. Thank you.

7 MS. PRITCHETT: Hallie Pritchett,  
8 University of Georgia. We'll go back to the in  
9 person audience and then after a few questions  
10 we'll try again for the virtual, so go ahead.

11 MS. MCDONALD: I have a loud voice so  
12 I'll try to keep my voice down. I have --

13 MS. PRITCHETT: Name please?

14 MS. MCDONALD: I'm sorry. Celina  
15 McDonald, University of Maryland. I kind of have  
16 a two-part question but it depends on the first  
17 answer. So, I wanted to make sure that I  
18 understood. For right now we're going to be trying  
19 to keep ten copies around the country at the  
20 designated locations. Is that correct?

21 MS. BAISH: That is a minimum of ten  
22 preservation copies.

23 MS. MCDONALD: So my second question as  
24 I was looking at the map for all of the areas and

1 my region, I didn't spot any other regions but the  
2 region I'm in is two regionals and both of them are  
3 like we want to discard. So, how are we going to  
4 balance that? Does it just become the two  
5 regionals communicating and trying to balance what  
6 they're discarding or will there be criteria?  
7 Like how are we going to kind of balance who goes?

8 MS. ETKIN: Cindy Etkin, GPO. Yes,  
9 Hallie, would you put up the GPO region map please.

10 MS. PRITCHETT: Wish me luck on this.

11 MS. ETKIN: Just keep going. I'll  
12 tell you when to stop.

13 MS. PRITCHETT: I'm going slow. Keep  
14 talking. I can figure this out.

15 MS. ETKIN: There it is. Back one.  
16 Okay. I'm going to go back to the best practices  
17 and that is that you have a statewide or an area  
18 that you serve collection plan that includes  
19 discard strategies and I think that what we need  
20 to do is share those because we need to get a broader  
21 picture. We can't look at every individual  
22 regional now. We have to look at it in a broader  
23 scope and look at it regionally and Maryland is in  
24 that area where there are lots of libraries and more

1 regions in there. While your particular region may  
2 not be very big, that doesn't mean you won't be able  
3 to discard because we also know that selectives may  
4 have some of these materials and not want to discard  
5 them. So this gets really very complex so don't  
6 go away thinking oh my God, I need to discard and  
7 I'm not going to be able to. No. We're talking  
8 about ten regions now. Our absolute minimum is  
9 four.

10 MS. MCDONALD: Okay, you actually  
11 answered my third question that was kind of  
12 trickling there. So thank you.

13 MS. ETKIN: Okay, what was that third  
14 question just so I know.

15 MS. MCDONALD: You just answered it  
16 because we consider the selectives holdings in  
17 those areas too and that's where I was hoping it  
18 went but --

19 MS. ETKIN: If we know they're going to  
20 keep them and then that gets to the all-important  
21 inventory and we're going to, it's going to have  
22 to be scalable and we're not quite sure how to do  
23 that yet but we've got to start with the regionals.

24 MS. HALL: Cindy, this is Laurie, over

1 here. I just wanted to make sure that, because I  
2 was feeling a little bit, Laurie Hall, GPO, from  
3 Celina, so right now the policy still says the same.  
4 Regionals cannot discard. We have to go through  
5 this entire test process so this is going to take  
6 us some time to figure out all of the little details  
7 of whether the SuDoc says yes, the SuDoc says no,  
8 the SuDoc may say maybe or it may say hold on a  
9 second, we've got to check and then, you know, that  
10 goes forward. So I just wanted to make that clear  
11 to everybody that this is a test piece and we have  
12 the ability to do this but it's going to take us  
13 some time. So in the interim, you still can't  
14 discard.

15 MS. MCDONALD: Oh, I knew that. I just  
16 wanted --

17 MS. HALL: A couple of people were  
18 going oh no, no, we can do it right now. So we're  
19 not there yet.

20 MS. MCDONALD: No, not yet.

21 MS. HALL: I just wanted to make that  
22 clear and also to the folks online that this is,  
23 we have to go through the test first.

24 MS. ETKIN: Yes, let me underscore what

1 Laurie says. We do not yet have an effective date  
2 on this policy. We had one that we were talking  
3 about and we've got to do the testing first so yes.

4 MS. MCDONALD: That's where I have  
5 plenty else to keep me busy. Thank you.

6 MS. CARO: Susanne Caro, University of  
7 Montana. I'd first like to thank everyone for  
8 working on this. I know it's an incredible can of  
9 worms but it has to be done. We're all one  
10 administrative change away from what we can do with  
11 our collections and the kind of support that we're  
12 getting. So I would like to know if there are any  
13 idea or options for supporting our libraries as  
14 this process goes through like making the list of  
15 libraries that are currently holding materials  
16 available so we can consider that when we're  
17 looking at the possibility of discarding to know  
18 okay, there is only twelve preservation copies out  
19 there, twenty preservation copies. Because the  
20 more information we have, the better arguments  
21 we're going to be able to make to our own  
22 administration.

23 MS. ETKIN: Absolutely understand that  
24 and we will be as open as we can be with sharing

1 information about who has what because we know that  
2 it's needed for this as well as for other activities  
3 that are ongoing in our libraries. I think one of  
4 the exciting things about this is that it really  
5 is intertwining with all of the other things that  
6 we're doing and moving forward with preservation.  
7 So as we work and develop FIPNet partners, we're  
8 sharing that with you and as we know we have  
9 libraries that are not going to discard materials,  
10 we will share that with you. You'll know when we  
11 know.

12 MS. CARO: Thank you.

13 MS. SELBY: Barbie Selby, University  
14 of Virginia, one of the test pilot libraries. I  
15 had a couple of few just observations, I guess.  
16 The first one is that GPO has to approve any of these  
17 discards so it's, the assumption we're talking  
18 about is 1993 through 2006/2007, whatever seven  
19 years back would be and I don't believe there are  
20 any new regionals in that time. There are some  
21 that have dropped out in that time but in theory,  
22 we all have all the same collections from that time.  
23 Some might be in fiche, some might in paper. There  
24 may be different formats but in theory, we all have

1 the same thing and should this, you know, people  
2 just wildly start discarding, you're going to know  
3 who has requested and who you have approved and  
4 you're going to know who theoretically still has  
5 that material. Again, things can be lost, I  
6 understand that. The inventory is important.

7 But there still is, GPO has to approve  
8 anything that gets removed so I think that's a  
9 safeguard right there. I'm with Celina in the,  
10 maybe not the smallest of the ones but we have two  
11 regionals so mine, right there, if we're going to  
12 use that map, my ability to discard and Celina's  
13 might be a lot less than say Florida's or you know,  
14 Minnesota's or something because there are a lot  
15 more states, presumably more regionals than just  
16 two. And I guess the other observation I have is  
17 you know, in my mind, I had thought with a new  
18 colleague at UNC that there might be some  
19 cooperation across state lines in some ways that  
20 way and again with this map, I'm not in the same  
21 region with UNC, which is pretty close and we've  
22 worked together on things in the past.

23 So, I don't mind this map but I don't  
24 want it to preclude other kinds of cross state



1 trans-regional cooperation in whatever areas that  
2 might, you know, that we might look at in the  
3 future. The one other thing I wanted to say is  
4 remember there are models out there like the ASERL  
5 Centers of Excellence. There are selectives that  
6 have already guaranteed to retain certain  
7 agencies. So we're talking about regionals as  
8 being the only back-up copies or the only of those  
9 ten copies and that's not necessarily the case.

10 MS. PRITCHETT: Hallie Pritchett,  
11 University of Georgia. We have a virtual  
12 question? Yes, that's fine.

13 MS. DAHLEN: Okay, from Laurie Smith.  
14 "Since much of the material will be fairly complete  
15 sets of out of print titles, could they be offered  
16 for sale by GPO to other libraries or private  
17 collectors prior to being discarded? I'd prefer  
18 to see them end up anywhere other than the  
19 landfill."

20 MS. ETKIN: Ashley, could you please  
21 repeat that. That might, is there some way to make  
22 it louder?

23 MS. DAHLEN: From Laurie Smith, "Since  
24 much of this material will be fairly complete sets

1 of out of print titles, could they be offered for  
2 sale by GPO to other libraries or private  
3 collectors prior to being discarded? I'd prefer  
4 to see them end up anywhere other than the  
5 landfill."

6 MS. ETKIN: Cindy Etkin, GPO. Thanks  
7 Laurie for your question. No, we cannot resell  
8 those materials. They will be able to be offered  
9 to other libraries and one of the things that I  
10 mentioned we still have to think about is how we  
11 are, the disposition process of those materials  
12 that have been approved for discard. But they can  
13 go to used book stores, they can go to, but we can't  
14 sell them.

15 MS. PRITCHETT: Hallie Pritchett,  
16 University of Georgia. We have about fifteen  
17 minutes left and we do have some things that counsel  
18 needs to do at the very end of this session. There  
19 is the regionals meeting starting at 6:30 this  
20 evening back in this room. Okay? And it will be  
21 live streamed as well. So I certainly will have,  
22 we will have more discussion obviously at that  
23 meeting. I would like certainly to be able to get  
24 through the questions for the people who are ready.

1       Okay.

2                   MR. SUDDUTH:    I can pass until the  
3 regionals meeting for the next ones.

4                   MS. PRITCHETT:   Okay. That would be  
5 great Bill. Thank you.

6                   MS. ETKIN:    This is Cindy Etkin, GPO.  
7 I want to mention something in regard to Barbie's  
8 question and the thing about two regionals in the  
9 GPO region and Celina mentioned this as well. One  
10 of the things that we have talked about too is that  
11 the possibility that any map we chose might have  
12 to take some kind of adjustments. You know, we  
13 look at the census map or the OMB, Office of  
14 Management and Budget map of standard federal  
15 areas. It had Puerto Rico with New York and we,  
16 of course, would want Puerto Rico to go with  
17 Florida. So, while we may right now be using this  
18 for the test, it could be that we make adjustments  
19 to it and these are some of the things that we'll  
20 find out as we go through the process. So this is  
21 not set in concrete.

22                   MS. BAISH:    Thank you for that  
23 clarification, Cindy. And I want our friends in  
24 Maryland and Virginia to know that this isn't like

1 prescriptive totally. Okay? We went through a  
2 lot of different discussions with the DLC members.  
3 We looked at all sorts of regions as we've done in  
4 our virtual DLC meetings and as Cindy mentioned,  
5 there are a lot of benefits for us to move in this  
6 direction because this is where GPO has ten  
7 regional offices, printing procurement offices all  
8 over the country that could bring in more fugitive  
9 documents but, and it's somewhat based on  
10 population but it's not perfect and I don't want  
11 you all in Maryland and Virginia to be too worried  
12 about what you've raised. Thank you.

13 MS. JARRETT: Peggy Jarrett, University  
14 of Washington Law Library. Getting back to the  
15 access copies. So Cindy said that digital is an  
16 access copy and if only materials that are FDsys  
17 can be discarded are you, I don't believe you were  
18 saying that zero access copies, tangible access  
19 copies would be acceptable so if you could just  
20 clarify that at some point and let us know what  
21 you're thinking more about access copies because  
22 the logic of how this was presented means zero  
23 access copies would be acceptable.

24 MS. ETKIN: Cindy Etkin, GPO. Thanks

1 for your comment, Peggy. I'm not sure I see the  
2 logic of no access copies but we'll rethink it and  
3 we'll make sure that any guidance we put out will  
4 be very clear and we'll make sure that we're talking  
5 about access or preservation.

6 MS. JARRETT: Because you said that  
7 digital is an access copy. And so I'm asking about  
8 tangible access copies. Tangible copies of the  
9 CFR, for example, that somebody can use. Not a  
10 dark archive and not digital but if you're  
11 assumption is if it's digital it's an access copy  
12 that's where the logic comes in.

13 MS. ETKIN: I said digital copy could be  
14 an access copy but it's not necessarily the only  
15 access copy. I'm sorry? Okay. Yes, well the  
16 other thing is if you need tangible copies to serve  
17 your users, you're not going to discard them.

18 MS. HARTNETT: Cass Hartnett,  
19 University of Washington Libraries. I applaud  
20 efforts to modernize the program and support  
21 anything that guards the distributed print record.  
22 Four redundant preservation copies seems  
23 inadequate. Ten makes me less uncomfortable.  
24 One comment and one question. The comment is just

1 that in our space hungry libraries, it's going to  
2 be increasingly difficult to champion the used  
3 copies so get ready to do that community. We're  
4 already doing it but I think once a firm number  
5 comes down, we'll really be hustling to defend  
6 those used copies. But my question is, is OCLC,  
7 given its history and very high participation rate  
8 with libraries in North America, will that utility  
9 ever be an acceptable union catalog or inventory  
10 for this purpose?

11 MS. ETKIN: Cindy Etkin, GPO. Thanks,  
12 Cass, for your comment as well as your question.  
13 We have talked about OCLC and that particular model  
14 and whether we can use it. Our gut reaction and  
15 kind of consensus around the table is that we cannot  
16 use OCLC itself because too many people can alter  
17 the records and we need to have the control over  
18 this. You know? But we are looking at something  
19 like that.

20 MS. HARTNETT: Okay.

21 MS. ETKIN: We also know that there are  
22 a lot of our libraries that don't have their  
23 historical materials in OCLC.

24 MR. PRITCHETT: Okay, thank you everyone for a very

1 interesting discussion. I have two things or three  
2 things actually before people leave. First of all,  
3 as I mentioned, the regionals meeting is at 6:30  
4 to 8:00 p.m. in this room this evening where we will  
5 certainly continue this discussion. Also, GPO has  
6 asked me to remind people that in your packets there  
7 are evaluation forms, both for the whole meeting  
8 as well as the individual sessions. On the back  
9 of your agenda here, there are links for online  
10 versions of the evaluation forms. Please do fill  
11 those out. You can turn in the paper forms at the  
12 registration table or do the online ones online.  
13 We would certainly like to get some feedback about  
14 the meeting and the various sessions.

15 Now, counsel has some unfinished  
16 business from last year. Would Marie Concannon  
17 please come up to the podium? While Marie is coming  
18 up, Marie is my predecessor as counsel chair. She  
19 set a very, very high bar for which I am still  
20 scrambling to meet. Come all the way around.  
21 Please don't fall off the back of the thing there.  
22 There is no railing. This would just ruin  
23 everything. Get me away from this. So, Marie,  
24 because of the way the scheduling worked, did not

1 actually get to do an in person session like this  
2 although she did a phenomenal job as Chair with our  
3 virtual meetings but we also, as counsel didn't get  
4 to recognize Marie publicly for the work that she  
5 did and express our appreciation, so Marie is here  
6 and I should have done this sooner, this is from  
7 Counsel and with our gratitude and please join me  
8 in congratulating Marie on a successful year as  
9 Chair.

10 (Applause.)

11 MS. PRITCHETT: I sent Jim on an  
12 expedition for this so very nice.

13 MS. CONCANNON: Well thank you  
14 everybody. It really was quite a privilege. It  
15 was very much a privilege to ever be able to be at  
16 this table. I was at this table for the first two  
17 years. I was on counsel, of course, and I never  
18 imagined that I would be. I remember being just  
19 so incredibly nervous at the prospect of going out  
20 to one of those microphones and talking that when  
21 I was selected to be on counsel, I was really rather  
22 flabbergasted and then when my peers elected me  
23 Chair, I was even more so. But I'm sure that in  
24 my whole life, I will never have a greater



1 opportunity to serve my country than I did when I  
2 served as the DLC Chair and I want to thank all of  
3 my colleagues who I served with. We spent a lot  
4 of time together on the phone, online, talking  
5 about these issues that affect all of us and that  
6 affect the American public in such a significant  
7 way. It has been an incredible honor and privilege  
8 and I intend to continue to serve my country by  
9 being a depository librarian.

10 I just wanted to say one more thing, at  
11 the end of our last virtual meeting, my colleagues  
12 said to me we're sorry that you never had the  
13 opportunity to be standing up there at the table  
14 at an in-person meeting and I said well that's okay  
15 because you saved me the trouble of trying to figure  
16 out what I was going to wear. But for those of you  
17 who are online you can't see the beautiful scarf  
18 that my colleagues gave me that I now have something  
19 to wear while I'm standing up here. Thank you.

20 MS. PRITCHETT: Trust me, she's not  
21 kidding about the what to wear issue. I mean, honest  
22 to God, that was worse than preparing for anything  
23 else for coming up here. So again, 6:30 the regional  
24 meeting in here. If you don't intend to attend the

1 regional meeting, that's the end of the program  
2 for today. Thank you again for another very  
3 successful day and we will see people tomorrow  
4 morning at 8:30. Have a good evening.

5 (Whereupon, the above-entitled matter  
6 went off the record at 4:58 p.m.)

7

## 1 U.S. GOVERNMENT PRINTING OFFICE

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5 DEPOSITORY LIBRARY COUNCIL MEETING AND  
6 FEDERAL DEPOSITORY LIBRARY CONFERENCE7  
8 + + + + +9  
10 WEDNESDAY  
11 OCTOBER 21, 2015  
12  
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## 14 P R O C E E D I N G S

15 (10:33 a.m.)

16 MS. PRITCHETT: I'm Hallie Pritchett  
17 from the University of Georgia; and welcome to the  
18 DLC wrap-up session. Hard to believe that we've  
19 gone through two full days already. This has gone  
20 really fast, almost too fast. Welcome also to the  
21 virtual attendees. So this session we will give  
22 just some quick overviews of the different council  
23 sessions that we've had. I'll give you an overview  
24 of the recommendations council is planning for GPO,  
25 which we will flesh out after our conference here.  
26 Then there will be time for questions from the  
27 audience and questions from the virtual attendees  
28 as well. As always, when you have a question come  
29 to the microphone, state your name and your  
30 institution. Okay?

31 So just to walk us through council

1 sessions, of course on Monday we had a wonderful  
2 kick-off with Director of the U.S. Government  
3 Publishing Office, Davita Vance-Cooks, and  
4 Superintendent of Documents, Mary Alice Baish  
5 giving great and inspiring speeches. We also  
6 awarded our libraries of the year. The afternoon  
7 council session's first was on implementing the  
8 national plan, focusing on users and services; and  
9 our speaker was Dr. Katherine Skinner, which was  
10 very interesting. Then we had a panel session on  
11 preserving federal information through  
12 collaborative models that Chuck Eckman from  
13 University of Miami moderated, and had some very  
14 good discussion on the different ways and  
15 initiatives that people are taking to be FIPNET  
16 partners. Then we had a great reception at GPO for  
17 those of you who went to that. Okay.

18 All right. So then on Tuesday morning  
19 we had an FDLP Coordinator Certificate Program  
20 session led by Scott Matheson and Rich Gause from  
21 council. And Kathy Bayer and Jim Noel talked about  
22 the catalog record distribution program. And then  
23 at 10:30 we had a council session on maps that I  
24 led, and I was pretty proud of.

1 DR. SKINNER: It was great.

2 MS. PRITCHETT: Thank you. Okay.  
3 That afternoon we had a session, another council  
4 session building a library services, no it was  
5 Library Services System, LSS, led by Anthony Smith  
6 and Lisa Russell. And then Nancy Fried Foster gave  
7 a talk on participatory work practice study of  
8 federal depository libraries; and she is from  
9 Ithaca S+R. Okay. Last session that day was  
10 regional discards, which was a very lively  
11 discussion that we continued into the regionals  
12 meeting that evening. Okay. I understand there  
13 was a GODART happy hour afterwards, and I did not  
14 attend that one so I will assume that you all had  
15 a good time. You're welcome. Then this morning  
16 council had a working meeting where we came up with  
17 a list of resolutions for GPO that we will be  
18 working on after the meeting wraps up. But first  
19 I would like to congratulate David Cismowski who  
20 has been elected as the next chair of council. He  
21 will take over.

22 [APPLAUSE]

23 His term will start on June 1st, so he  
24 has some time to put himself into a state of panic

1 like I did, just saying. I'm sure David will be  
2 wonderful and much calmer about it than I was.

3 The resolutions that council  
4 discussed, and there are a number of them,  
5 resolution one is the resolution regarding  
6 regional discards. We would like some more  
7 clarification on how that will be implemented as  
8 well as requirements regarding the titles at  
9 selectives. Sorry, I'm trying to read my  
10 scribbling notes here. Resolution number two is  
11 we ask that GPO would respond to resolutions as they  
12 are completed rather than in a big group of them.  
13 We realize, particularly now since we have a large  
14 group of them, that it does take time for them to  
15 formulate response, but for us it would be helpful  
16 to get them as they're done as opposed to waiting  
17 for them in a group.

18 Resolution number three revolves  
19 around the idea of the cache of being a FIPNET  
20 partner, and kind of addresses the North Texas,  
21 Martin, whose last name I forget, the five points  
22 with a road map to participating as a FIPNET  
23 partner, and how this could be marketed as a point  
24 of pride for your institution if there is some sort

1 of seal or something that you can put on your  
2 website or point to and say that we are a FIPNET  
3 partner and that's why we're retaining these  
4 materials, some way to market this as a palatable,  
5 this is a good thing for your institution and why  
6 you want to do that.

7 Resolution four would be to have a clear  
8 process and standards for digitizing materials  
9 that would be eligible to be in FDsys. So in other  
10 words discussing chain of custody, whether it be  
11 authentication standards or the specific scanning  
12 standards in a checklist so it's very easy for  
13 libraries to just be able to look at it and say okay  
14 we can do this, this and this, so they can make  
15 better decisions as to when and how they could  
16 participate.

17 Resolution number five deals with  
18 public libraries and their option for  
19 participation. We had discussion about whether  
20 all electronic is a viable option for some  
21 libraries where they may have limitations to  
22 numbers of computers that people have or a very big  
23 digital byte in terms of patrons who are not  
24 necessarily comfortable using computers also would

1 like this as a recommendation of touting the  
2 catalog record distribution program to public  
3 libraries in particular, because as Kathy Bayer  
4 told us it's free, free, free. But also that is  
5 a carrot for them to participate, because again  
6 cataloging is essential for finding government  
7 information.

8 Resolution number six is that we would  
9 like to ask the GPO and invite the presenters at  
10 our in person meeting who did wonderful programs;  
11 and I'm sure they were all wonderful, but none of  
12 us got to see them. But we would like to ask that  
13 they invite them to do follow-up webinars for those  
14 of us who weren't able to attend. So if nothing  
15 else they'd have 15 members of council who would  
16 want to see these, also for people who couldn't  
17 attend virtually.

18 Resolution number seven would be about  
19 new depository coordinators, and this sprung a bit  
20 out of the new depository coordinator session that  
21 Scott and Rich did, with the idea that make it more  
22 clear what are the expected obligations for new  
23 coordinators and the idea that those who went  
24 through the certificate program would be expected



1 or asked to serve as mentors for new librarians  
2 coming in as depository coordinators, because  
3 again certainly at our institution when we do  
4 mentors we explicitly state that their supervisor  
5 is not the mentor because you want someone who they  
6 can feel more free to talk to, ask questions and  
7 that type of thing. So a regional coordinator, as  
8 much work as we do, may not necessarily be the best  
9 person to be a mentor whereas a peer from another  
10 institution might be.

11 Resolution number eight is emphasizing  
12 our gratitude for having in person meetings and  
13 emphasizing also the importance of having an annual  
14 meeting, an annual face-to-face meeting. As much  
15 as we do and can do with virtual meetings, and we  
16 do a lot of virtual things these days, it doesn't  
17 replace in-person meetings. You can't, you're not  
18 distracted when you come here. This is all you're  
19 doing for a couple of days. Your staff can't come  
20 and bug you. You can't have, really that happens.  
21 You know, and you're not distracted in a conference  
22 by ten other things. You can't hide behind a  
23 conference call. But it's important that we see  
24 and interact with each other face-to-face. We

1 have such a diverse group, particularly on council  
2 but I'm sure in the audience as well. Many of us  
3 don't go to the same conferences and so this is the  
4 only place we see each other. So we do want to make  
5 a resolution thanking GPO for having this meeting  
6 again, but also ensuring we have this again every  
7 year.

8 Our final resolution is that we do want  
9 to applaud GPO for their cataloging distribution  
10 program, because this is a great service for  
11 libraries, and also would encourage them to expand  
12 that or find ways to expand it. Council, have I  
13 left anything out or anything that I did not really  
14 represent clearly? Okay. Well that's good  
15 considering the state of my notes; so I'm rather  
16 pleased with that. Before I go any further,  
17 because I know people will be slipping out to head  
18 back to their institutions hopefully energized  
19 with fresh new ideas that you brought from the  
20 meeting here, I would like to do some thank you's.  
21 Of course first of all thank you to the GPO staff  
22 who made this event possible.

23 [APPLAUSE]

24 Because I tend to forget names,

1 including my own when I'm standing at a podium, I  
2 don't think that I can name names of the critical  
3 people, but I would like to say everyone from GPO  
4 as always has been wonderfully supportive and  
5 helpful and friendly and happy to see us, and that  
6 makes us all happy. So another reason to have an  
7 in-person meeting is so we can interact directly  
8 with GPO. I want to especially thank Mary Alice  
9 Baish, Superintendent of Documents. That is a  
10 name I do remember, certainly for all she has done  
11 as a superintendent of documents working with  
12 council and again of course as part of this meeting  
13 as well.

14 [APPLAUSE]

15 I would like to thank Davita  
16 Vance-Cooks, Director of the Government Publishing  
17 Office, again for her support as well for council  
18 and for the program.

19 [APPLAUSE]

20 I would especially like to thank the  
21 members of the Depository Library Council. I know  
22 we still will be working together for another seven  
23 months; and that makes me very happy, although it  
24 will be virtually, so I won't get to see all your

1 bright shining faces. As I said in our meeting  
2 this morning, in my two and a half years on council  
3 I have never once forgotten what an honor it is to  
4 be on council, and especially as chair. What a  
5 privilege it is to serve in this role. So thank  
6 you. This is a really great group of people. I  
7 couldn't have asked for a better council to work  
8 with so thank you.

9 [APPLAUSE]

10 And finally I would like to thank the  
11 members of the audience and our depository  
12 community for having such a wonderful positive  
13 meeting with lots of great discussions. When we  
14 had the regional discard meeting I was both  
15 impressed and a little scared that once we opened  
16 it for questions there was literally a mad rush for  
17 the microphones. But that's a really wonderful  
18 thing because again sometimes it's difficult to get  
19 people to actually get up and speak. And this  
20 community has never been shy about doing that as  
21 you know. But that's what makes these conferences  
22 and meetings special is because again people are  
23 willing to share respectfully their ideas, their  
24 disagreements and everything they can to help make

1 the program better. So thank you to the public  
2 both in person and virtually.

3 [APPLAUSE]

4 Okay. So now we've got time for  
5 follow-up questions on any of the programs that we  
6 have discussed, anything about the conference,  
7 anything at all you would like to talk about. The  
8 microphones are here. We will take questions  
9 virtually any questions from council as well or  
10 comments. And we have about, we've got over an  
11 hour to do that, maybe about an hour. Okay. So  
12 don't be shy, because I know you're not. Okay.  
13 Why don't we start questions, comments from council  
14 anyone?

15 MR. MATHESON: I just wanted to point  
16 out, this is Scott Matheson, I just wanted to point  
17 out that in our discussion this morning the other  
18 thing that we talked about that is not really  
19 recommendation or anything, but something that  
20 everybody noticed was the high quality of the  
21 educational programs offered at this particular  
22 meeting. We wanted to thank all of you who  
23 proposed programs and who put them on. Thank you  
24 very much, and to commend GPO for the poster

1 session, the addition to poster sessions, which I  
2 think is a great, great idea. I know I learned a  
3 lot and had great fun kind of when I went those and  
4 perused those. So thank you very much.

5 MR. CORNWALL: Daniel Cornwall, Laster  
6 State Library, and I just wanted to add my thanks  
7 for the coffee with council. The first time that  
8 I'd gone through that; on the first day or so, the  
9 first day I was nervous; but the idea to have the  
10 webinars, to have follow-up webinars to the  
11 educational sessions was actually from people who  
12 approached me at the coffee. So I'm grateful for  
13 the opportunity to share coffee and ideas. Thank  
14 you.

15 MR. CISNOWSKI: This is David  
16 Cisnowski, California State Library. I would also  
17 like to thank the many virtual attendees that  
18 attended this conference. For many years we  
19 talked on council and outside of council about the  
20 need to expand these meetings beyond the boundaries  
21 of Washington D.C. And the virtual capabilities  
22 have enabled us to do this in a way that could only  
23 have been dreamed of 10 years ago. And part of that  
24 effort of course is mounting these programs, but

1 part of the effort is also your efforts out there,  
2 those people that I can't see right now who  
3 convinced their supervisors or took the time to  
4 register on their own initiative, some of whom are  
5 probably at home right now not even at their  
6 institutions, attending these programs. And I'm  
7 looking forward very much to looking at the chat  
8 log that is being kept here, and I know there's  
9 always extremely interesting discussion on that  
10 chat log that is very important to us as council  
11 members. So thank you all.

12 MS. PRITCHETT: Anyone else on  
13 council? This is Hallie Pritchett, University of  
14 Georgia, since we have nothing else from council,  
15 though of course you are free to chime in at any  
16 time. We'll go to the audience.

17 MR. OLBRICH: Bill Olbrich, Saint  
18 Louis Public Library. This is probably the best  
19 poster session I've ever seen. It was really first  
20 rate work by a lot of first rate people; but it was  
21 jammed into a little room, two or three posters to  
22 a table and it was almost impossible to view some  
23 of them or talk to the people who did them because  
24 everybody was so crammed together. We had these

1 large wonderful hallways with wonderful  
2 indentations to them. A little more care should  
3 be taken to get these poster sessions out where  
4 people can see them and follow-up is there any way  
5 to digitize the screens and make it available to  
6 people who weren't here, an objective reality?

7 MS. PRITCHETT: Hallie Pritchett,  
8 University of Georgia, I'll turn that over to GPO.  
9 I believe the poster sessions or posters were  
10 online, but am I correct in remembering those  
11 poster sessions?

12 MS. DAHLEN: Hallie.

13 MS. PRITCHETT: Oh the question, the  
14 question was that the room the poster sessions was  
15 in was rather small and would there be a larger  
16 venue or being able to have them in the hallway and  
17 also would we be able to have them online so those  
18 who aren't here could see.

19 MS. DAHLEN: Hallie ---

20 MS. PRITCHETT: Yeah.

21 MS. DAHLEN: This is Ashley Dahlen,  
22 GPO. The posters we've gotten three poster  
23 presenters to submit their poster to us  
24 electronically. They will be loaded hopefully



1 tomorrow.

2 MS. PRITCHETT: Okay. And I guess for  
3 other poster people we probably encourage them to  
4 do the same. Right? Okay.

5 MS. BRAUNSTEIN: Stephanie  
6 Braunstein, the Museum of State University. As a  
7 regional that has recently experienced a lot of  
8 turnover in the coordinators for selectives in my  
9 area, I'm particularly interested in this new  
10 coordinator certification. I believe that was  
11 number seven on your list.

12 MS. PRITCHETT: Sure.

13 MS. BRAUNSTEIN: Can you give me a  
14 little bit more information about that just right  
15 here and now where it is just at this moment; and  
16 what kind of PR would be available for let's say  
17 a regional who wanted to see selectives get  
18 involved with that so that we can promote that.

19 MS. PRITCHETT: Okay. Hallie  
20 Pritchett, University of Georgia. Before I turn  
21 this to GPO I do want to say one of the sessions  
22 we are discussing for the spring virtual meeting  
23 is the idea of continuation for these very issues  
24 where when someone retires, someone leaves, you

1 know, what information is passed on insuring that  
2 happens. I will defer to GPO on the new  
3 coordinator certificate program.

4 MS. BAISH: Mary Alice Baish, GPO. We  
5 are going back and assessing that first cadre of  
6 students. We had a couple of council members, we  
7 thank everybody who volunteered, and we will begin  
8 offering it again this spring. The intent of that  
9 was, and that's where you all can help us out, was  
10 to reach out to brand new coordinators just as you  
11 had said Stephanie. And so in many ways we are  
12 going to be depending upon regional librarians to  
13 alert our staff as to when you have new coordinators  
14 among your selective depository libraries. We had  
15 planned to have a couple of sessions this fall.  
16 And you remember we were obviously at the mercy of  
17 a possible government shutdown on October 1; so we  
18 had actually already decided to postpone it for  
19 that reason. And then we were busy enough getting  
20 ready for the shutdown, going through all the  
21 motions and then preparing for the conference.  
22 But thank you for your support. It's great.

23 MS. PRITCHETT: Hallie Pritchett,  
24 University of Georgia. Again, I know you're not

1 shy so come on.

2 MS. LASTER: Shari Laster, University  
3 of California, Santa Barbara. First of all I want  
4 to say how impressed I am at the number of  
5 recommendations that DLC is working on. I would  
6 not have any way of knowing myself whether this is  
7 a record; but it's, you hit everything I would have  
8 thought of and then some. So thank you in advance  
9 from those of us in the community for all the work  
10 you're doing on this. I do just have a suggestion  
11 for something to consider when you're working on  
12 your recommendation regarding the clarifications  
13 regarding the regional discards, both the policy  
14 itself and the process. I would like to see as much  
15 of this documentation as possible made completely  
16 public and not just shared among the regionals,  
17 because when we're talking about these new  
18 policies, procedures, practices, it can be very  
19 difficult to picture how it's going to work. And  
20 I know that a lot of the details are yet to be  
21 determined or maybe change in the influx as GPO's  
22 learning how this will work and regionals are  
23 learning how this would work. I would just  
24 encourage council to really make it clear that the

1 more of this documentation that can be made fully  
2 public, the easier it will be for us to understand  
3 the effects for those of us that select this.

4 MS. PRITCHETT: Hallie Prichett,  
5 University of Georgia. I heard everything you  
6 said, Shari, so thank you.

7 MS. ETKIN: Cindy Etkin, GPO, I just  
8 want to respond to Shari. It is our intent to make  
9 everything publicly accessible. We're still  
10 working all of this out; and we will know more as  
11 the testing goes along and certainly as we end up  
12 with the testing finalize what we're doing. We  
13 will give reports as we go along. You all will know  
14 as soon as we can let you know; and we will share  
15 it not just with regionals but the entire  
16 community.

17 MS. PRITCHETT: Hallie Prichett,  
18 University of Georgia. At the spring virtual  
19 meeting council did make recommendations. I think  
20 it was only four. So we were incidentally not  
21 going for the record that just happened, because  
22 we had a lot of stuff to discuss and, you know, we've  
23 got a lot of good ideas amongst council I think.  
24 So GPO has issued their responses to our

1 resolutions. I believe they will be published  
2 after the meeting. Do you want me to read them or  
3 just you do it with the whole thing? I can, we have  
4 time. Yes.

5 [OFF MIC COMMENT]

6 MS. PRITCHETT: Okay. Got you.  
7 Okay. I'll read the whole text of the  
8 recommendation then. Right? Okay. Okay. So  
9 these are the recommendations from the April ---  
10 Hallie Pritchett, University of Georgia,  
11 recommendations of the April 15th virtual meeting  
12 of the Depository Library Council.

13 Recommendation one was the designation  
14 of a single site or tool as the official source of  
15 communication related to the FDLP. Communication  
16 in the 21st century incorporates a wide variety of  
17 tools. Over the past year, tools used to  
18 disseminate information to members of the Federal  
19 Depository Library Program included email,  
20 listserv, the online newsletter, FLDP Connection,  
21 Facebook, RSS feeds, PowerPoint presentations  
22 which are then archived online, video  
23 announcements embedded in virtual meetings,  
24 letters from library associations, letters to FDLP

1 library directors, press releases and GPO's news  
2 and announcement service.

3 While the news and announcement service  
4 is a mandatory subscription for depository  
5 coordinators, much of its content is not  
6 necessarily relevant to the FDLP. For example, a  
7 recent message involved the construction of a GPO  
8 parking lot. I'm sure that was very important to  
9 GPO, so come on. Conversely, important  
10 announcements about upcoming meeting dates have  
11 been buried at the end of general articles within  
12 the FLDP connection issued weeks before the  
13 official announcement appeared elsewhere.  
14 Council recommends that GPO designate a single site  
15 or tool as the official source of information  
16 related directly to the FDLP and advertise this  
17 widely.

18 Subscriptions to this designated  
19 official source of information should be mandatory  
20 for all depository libraries so that all will be  
21 kept equally informed. While this does not  
22 preclude the use of multiple communication tools  
23 to disseminate official communication after they  
24 are originally posted on the designated site or

1 tool, having a single site where official  
2 communications are consistently, quickly and  
3 reliably placed would greatly reduce if not  
4 eliminate the confusion over where to go for timely  
5 information about the FTLP. Council further  
6 recommends that all official communications  
7 including mechanism such as a link to askGPO or a  
8 link to contact outreach and support, for community  
9 members to contact GPO directly with questions or  
10 comments. So GPO's response briefly.

11 MS. SEIFERT: Kelly Seifert, GPO. I  
12 won't read our long-winded official response but  
13 I'll summarize it. Actually I talked in detail  
14 about it this morning at the LCSM update  
15 communication session. We have made a concerted  
16 effort to make sure that every single thing that  
17 we are posting now that's an official announcement  
18 is going out first through FDLP News and Events,  
19 that is the official source, every library is  
20 required to be part of that email or RSS service.  
21 Sometimes we do cross post things and we are making  
22 sure that if we are cross posting something to  
23 GOVDOC-L and other services like that that we have  
24 first posted it to the FDLP News and Events service.

1                   And this morning what I talked about was  
2                   that the official announcements and the official  
3                   news is coming directly from FDLP News and Events  
4                   and also on FDLP.Gov and we are pledging that FDLP  
5                   connection and social media, there's other  
6                   communication channels are being looked at as  
7                   community interest so we are posting things of  
8                   interest and educational items but nothing that you  
9                   will miss if you're not reading Connection. You  
10                  will get any official announcement from FDLP News  
11                  and Events.

12                  As far as the posting of unrelated  
13                  information to the news and events, what happens  
14                  is that our Office of Public Relations posts all  
15                  of its official press releases to FDLP News and  
16                  Events and the reason they do that is because the  
17                  library community is a major stakeholder of the  
18                  agency so since a press releases is an official  
19                  announcement of the agency regardless of its  
20                  subject, their intent is to share every major  
21                  announcement with this major stakeholder group.  
22                  So what we said that we would do is work with the  
23                  Office of Public Relations and kind of talk to them  
24                  about some of the things, like the parking lot that



1 is not of interest to the community and see if we  
2 can weed out some of that stuff so we really honed  
3 in on the important stuff.

4 MS. PRITCHETT: Hallie Pritchett,  
5 University of Georgia, thank you. Recommendation  
6 two. To better serve and support of public  
7 libraries. Free and unimpeded access to  
8 government information is the most important  
9 tenant of the Federal Depository Library Program.  
10 Since America's public libraries are open to  
11 everyone and provide equal access to information  
12 for all residents of their communities, public  
13 library FDLP depositories are essential to the  
14 fulfillment of FDLP's most basic mandate, free and  
15 unimpeded access to government information.  
16 Since 2007 47 public library depositories have  
17 relinquished depository status. This represents  
18 a 20.4 percent loss of public library depositories  
19 in a span of only eight years. Since 2007 public  
20 library depositories have relinquished depository  
21 status at four times the rate of academic library  
22 depositories and at twice the rate of all other  
23 depositories.

24 Council recommends that GPO and council

1 work together to do the following. If possible  
2 attempted to identify the reasons why these 47  
3 public library depositories relinquished status,  
4 survey or poll the library directors and  
5 depositories staff of remaining public library  
6 depositories to identify what they perceive to be  
7 the most important challenges they face as  
8 depository libraries. Survey or poll the library  
9 directors and depository staff of remaining public  
10 library depositories to identify both the positive  
11 advantages they achieved by being depositories and  
12 what additional enhancements or benefits would  
13 help them to provide government information  
14 services to their patrons, compile this data into  
15 a report and based on this report attempt to  
16 identify possible changes to current FDLP policies  
17 and procedures as well as any potential  
18 enhancements or benefits that would encourage  
19 existing public library depositories to remain in  
20 the program. And that would provide an incentive  
21 for public libraries not already in the FDLP to  
22 apply for depository designation in congressional  
23 districts that have vacancies and GPO's response.

24 MS. BAISH: Mary Alice Baish, GPO. So

1       thank you very much for this recommendation and  
2       David, I'm delighted with the role you're willing  
3       to take on as the next chair of the depository  
4       library council because you have been a real force,  
5       I think, behind this recommendation so I wanted to  
6       let you know a couple of things. Our staff and  
7       outreach have been working on going through all the  
8       letters from public libraries of withdrawals and  
9       doing a spreadsheet what are the reasons why they  
10      are withdrawing, it wasn't so many years ago when  
11      the Department of Commerce decided to no longer  
12      compile and publish the statistical abstracts.

13                 After that decision by Commerce which  
14      had nothing to do with us we probably had five or  
15      six public libraries drop out of the program just  
16      based on that one title. So we are compiling those  
17      reasons that we'll getting in the letters of  
18      discord and we'll be happy to share that with  
19      council. The other thing that we are doing and I  
20      just wanted to remind everybody that it is not a  
21      specific survey of public libraries but one of the  
22      reasons why we are reissuing what we put out in 2009  
23      for the 2009 needs assessment and biannual survey,  
24      we're going back, as I mentioned Monday morning to

1 Outsell the contract to have them repeat those  
2 questions more or less the way they were posed with  
3 obvious changes that have adapted since then. But  
4 to also, what was so wonderful I thought about that  
5 report that Outsell did in June 2010 was this  
6 wonderful segmentation by different types of  
7 depository libraries and I've shared that with  
8 David so he could see.

9 Here are the responses from public  
10 libraries, here are the needs expressed from public  
11 libraries. So I think by repeating this same  
12 survey and needs assessment Outsell will do the  
13 segmentation by public library and I think that  
14 will go a long way towards what you wanted us to  
15 accomplish here. But we're really quite grateful  
16 for this and looking forward to work with all of  
17 council moving forward.

18 But this is something again that you're  
19 asking for a lot of additional work on our behalf,  
20 we're trying to fit it in to our other things and  
21 I'm so glad that Lori, I understand mentioned this  
22 morning, when I alluded to the fact Monday morning  
23 that our staff had worked so above and beyond I  
24 think she might've mentioned that we've and down

1 by 20 FTEs throughout FY15 and I went all of council  
2 to hear that, and yet we've been able to go on doing  
3 everything that they've done which I think is truly  
4 amazing work. So we'll do what we can here and  
5 David, happy to have worked with you as you become  
6 council chair. Thanks.

7 MS. FISHER: Could I? Mary Alice,  
8 it's Janet from Arizona State Library, I just have  
9 a question because you mentioned the 20 FTEs, with  
10 those positions be filled or are they to remain  
11 open?

12 MS. BAISH: They are in the process of  
13 being filled. I did announce Monday that the  
14 reason why Robin Haun-Mohammed hasn't been with us,  
15 she has been detailed to be chief of the technical  
16 services unit and we have, I don't know if they were  
17 with us this morning, but yesterday we had two of  
18 the brand-new library technical services  
19 librarians actually were here in the audience which  
20 was great. So we have our five new tech service  
21 librarians on board and we also have, as I  
22 announced, we will be hiring five additional  
23 outreach and support staff which basically doubles  
24 the number of the folks like Laura here that I can

1 see and others, and that will allow us to help and  
2 to be much more engaged with regionals and with  
3 selectives in helping them in answering questions  
4 so I'm happy about that.

5 So that brings us up to what, where are  
6 we now, 84, 85 we have a couple other positions in  
7 the pipeline, as well. One of the reasons why this  
8 has taken a bit of the time is that as we are  
9 migrating to this lifecycle management and  
10 different service models we've had to update, and  
11 any of you in your libraries know the position  
12 descriptions, right? So you know how long that  
13 takes to get through a bureaucratic process but  
14 were happy, were going to have five new librarians  
15 and we have other positions in the pipeline,  
16 hopefully we can get some of them posted before the  
17 end of this calendar year. Thank you.

18 MS. FISHER: Thank you.

19 MS. PRITCHETT: Hallie Pritchett,  
20 University of Georgia. This is recommendation  
21 number three. Clarify plans for data in the FDLP.  
22 Council recommends that GPO continue to provide  
23 FDLP Academy classes related to data librarianship  
24 and federally produced data. Council for the

1 recommends that GPO work with agency partners to  
2 make data sets available for harvesting by the  
3 LOCKSS, USDocs or similar depository systems.  
4 Sorry. Council encourages GPO to connect agency  
5 publishers, especially those new to making dated  
6 directly available with governmental, for example  
7 data.Gov, and nongovernmental, such as ICPSR, data  
8 collections.

9 Finally, GPO can help encourage agency  
10 publishers to consider the archival value of their  
11 data sets and ensure permanent public access to  
12 those data sets by deposit into FDSys, local  
13 harvesting by libraries and collaboration with  
14 data collection sites by clarifying what agency  
15 produced data sets are within the scope of both the  
16 national bibliography and the FDLP, and GPO's  
17 response.

18 MS. ETKIN: Cindy Etkin, GPO. That  
19 was a lengthy recommendation, we broke it up into  
20 four parts, the four different recommendations  
21 that were in the one dealing with data. So the  
22 first part related to training and I just want to  
23 say that statistical compilations and data have  
24 long been used and have been favorites of

1 depository libraries and in fact a lot of the  
2 statistical agencies that are represented at this  
3 conference are some of the most attended sessions  
4 at the conference and so we are doing a lot to, oh,  
5 I've got to get closer, okay, Kelly's waving at me.

6 So we do know the value of the  
7 statistical agencies and their products to you all.  
8 And in fact it was reinforced with the responses  
9 from the forecast study where you indicated that  
10 this was a great need for training. And when we  
11 procured our A learning platform, ICohere, we first  
12 partnered with the Census Bureau and had a series  
13 of webinars from them. We continue to work with  
14 the Census Bureau and since then we have brought  
15 in other agencies as well including that National  
16 Climate Data Center, National Geophysical Data  
17 Center, Data.Gov and we actually had Mr. Kim, the  
18 program director from data.gov speaking at this  
19 conference from NOAA and from the Consumer  
20 Financial Protection Bureau and a number of  
21 agencies.

22 And in fact we have had participation  
23 in our webinars from you all in the community  
24 telling us about your story with data, how to do



1 that and using specific data resources to how to  
2 map data. All of these webinars are public  
3 accessible, you find the link under the FDLP  
4 Academy as well as the proceedings from and the  
5 recordings from different presentations at  
6 conferences. Last spring, we had a virtual  
7 session that Scott lead on statistics as well and  
8 all of that is available under FDLP Academy under  
9 FDLP.Gov.

10 Okay. Parts two, three, and for our  
11 little more complicated so bear with me, I'm good  
12 read this one. So this is about agencies and their  
13 data sets and this first part relates to what  
14 agencies are doing with their data sets. The  
15 Office of Information and Regulatory Affairs  
16 within the Office of Management and Budget is the  
17 federal government central authority for approval  
18 of government information collections, government  
19 statistical practices, for the review of the  
20 Executive branch regulations and coordination of  
21 federal privacy policy, that's all within the  
22 Executive branch.

23 January 21, 2009 President Obama in his  
24 memorandum on transparency and open government

1 stated information maintained by the federal  
2 government is a national asset and since his first  
3 day in office the President, OMB and federal  
4 agencies have worked to advance the management of  
5 government information as an asset and to make data  
6 more accessible and this can be seen in a number  
7 of different strategies that have been supported  
8 like the open government directive, the digital  
9 government strategy that was released in 2012 and  
10 open data policy in 2013.

11 We have endorsed the GA Open Data  
12 Charter in 2015 earlier this year, and open data  
13 action plans for the agencies and most recently in  
14 July of this year multi agency science and  
15 technology priorities for the fiscal year 2017  
16 budget, so. Through this policy documentation,  
17 agencies are in part required to collect or create  
18 information in a way that supports downstream  
19 information processing and dissemination  
20 activities. Open data or publicly accessible data  
21 is to be structured in a manner that it enables data  
22 to be discoverable and usable by end users. And  
23 this is coming from OMB, that office that has  
24 control over information policy for the Executive

1 branch. So further OMB defines accessible as open  
2 formats that can be retrieved, downloaded, indexed  
3 and searched.

4           Formats should be machine readable,  
5 that is that data are reasonably structured to  
6 allow automated processing. Open data structures  
7 do not discriminate against any person or group of  
8 persons and should be made available to the widest  
9 range of users for the widest range of purposes,  
10 often by providing the data in multiple formats for  
11 consumption. To the extent permitted by law these  
12 formats should be nonproprietary, publicly  
13 available and no restrictions should be placed upon  
14 their use. I really like that definition.

15           Further any data sets in any agency's  
16 enterprise data inventory that could be made  
17 publicly available must be listed at [www.whatever](http://www.whatever)  
18 the agency [is.gov/data](http://is.gov/data) in a human and  
19 machine-readable format that enables automatic  
20 aggregation by [data.gov](http://data.gov) and other services known  
21 as harvestable files to the extent practicable.  
22 Right now there are more than 138,000 data sets that  
23 reside on [data.gov](http://data.gov) of which is the official  
24 depository for the government's open data.

1           So going on to the next part, what GPO  
2           can and will do. Federal agencies are already  
3           making data available through data.gov and taking  
4           actions to make their data easily accessible to  
5           users to gain knowledge and insights from large and  
6           often complex data sets. GPO, however, has no  
7           authority to require an agency to submit their  
8           content for invest into FDsys or any other  
9           government or nongovernment data depository. GPO  
10          agrees with council that archiving and preserving  
11          data for permanent public accesses is extremely  
12          important. This importance is also recognized by  
13          the Office of Management and Budget and in their  
14          memorandum that they issued in July of this year  
15          to the heads of executive departments and agencies  
16          under the subject multi agency science and  
17          technology priorities for fiscal year 2017 budget.

18                 The memorandum specifically states  
19                 that preserving and improving access to scientific  
20                 collections research data and other results of  
21                 federally funded research, open data sets and open  
22                 educational resources should be a priority for  
23                 agencies. As GPO develops and expands its FTPNet  
24                 partnerships data sets will inevitably become part

1 of the discussion for the posting and preservation  
2 of digital collections. The scope of data sets and  
3 corresponding software required to render a data  
4 set information intelligible will a necessary part  
5 of these discussions when they occur.

6 GPO is taking a more proactive approach  
7 with outreach to federal agencies and of course  
8 seek to acquire the content for the FDLP and  
9 cataloging and indexing programs but we also  
10 encourage federal agencies to have their digital  
11 content invested into FDsys, authenticated and  
12 accessible for permanent public access. At the  
13 same time, we pursue other opportunities for  
14 collaboration with agencies such as becoming  
15 content partners or presenting webinars or  
16 providing conference programs. The interaction  
17 with agencies also become teachable moments. We  
18 educate them about GPO's information dissemination  
19 programs and while GPO believes that the agencies  
20 to recognize the value of the data they don't always  
21 know how valuable it is to the federal depository,  
22 library program and libraries and their patrons.

23 This we can work on as we take a more  
24 proactive approach to acquisition. Acquisitions

1 for material for the FDLP and cataloging and  
2 indexing and we build relationships with those  
3 agencies such as the one that I described on Monday  
4 with the Office of Minority Health. So we can do  
5 more that way. I really don't think it's a case  
6 of them not valuing their data and not valuing the  
7 need to preserve it, I think that they're not aware,  
8 they don't create their information products and  
9 their data for us, we are a secondary customer to  
10 them. We ride their print orders. We take things  
11 from their websites. These things aren't always  
12 necessarily for the audience that we have here as  
13 the primary consumer of their content. But we will  
14 work to build those bridges and create a stronger  
15 relationship with agencies.

16 MS. PRITCHETT: Hallie Pritchett,  
17 University of Georgia. Thank you, Cindy.

18 MR. MATHESON: Hallie.

19 MS. PRITCHETT: Yes.

20 MR. MATHESON: Thanks, Cindy, for that  
21 very thorough response, it's a good collection  
22 actually I think in summary of sort of where we are.  
23 I just had a quick clarifying, when you say GPO has  
24 no authority to require folks, agencies to invest

1 into FDsys, that does not preclude you from  
2 accepting materials that the agencies may want to  
3 send you or are you?

4 MS. ETKIN: Cindy Etkin, GPO. That's  
5 absolutely correct as a matter of fact Title 44,  
6 Chapter 41 says when an agency comes to us and wants  
7 their data we have to accommodate them as best as  
8 practicable. But we have no force to say you must  
9 put your data in here. We always encourage it but  
10 we can't say you must, you have to send it to us  
11 now, we can't do that.

12 MR. MATHESON: Okay, thanks so much.

13 MS. IRWIN-SMILER: Kate Irwin-Smiler,  
14 Wake Forest. I have another clarifying  
15 definitional question and this may be for GPO and  
16 it may be for expertise on council, this is about  
17 open data. You mentioned in your response, I think  
18 it was OMB's definition of open data, it mentions  
19 the word modifiable and I wondered if it is possible  
20 for open data, theoretically possible for open data  
21 to be authenticated because of that word  
22 modifiable. I don't know modifiable by whom.

23 MR. MATHESON: Yes.

24 MS. IRWIN-SMILER: Yes.

1           MR. MATHESON:     It is possible to  
2     authenticate the original data set, modifiable  
3     there. I take to mean that you can use the data  
4     in a way that it is not just reading it but actually  
5     to operate on it computationally, this is Scott  
6     Matheson sorry.

7           MS. ETKIN:     Cindy Etkin, GPO. Yeah, I  
8     agree with what Scott has said and I think that that  
9     is even made more clear when they're talking about  
10    being able to reuse the data for different  
11    audiences downstream and being able to mix and  
12    match and computation and compute, that C the word,  
13    and have it available to the end user and have them  
14    be able to use it in whatever meets their needs.

15          MS.     IRWIN-SMILER:         So     Kate  
16    Irwin-Smiler, Wake Forest. So yet, specific for  
17    a moment rather than talk very generically, we  
18    might be talking about a file just say an Excel file  
19    of data points, numbers that one could download and  
20    perform calculations on, averages, whatever.  
21    Whatever that would be available, not a PDF of  
22    numbers that you could look at and then say I want  
23    an average, let me get out my calculator.

24          MS. ETKIN:     Right. Exactly and bulk



1 data downloads.

2 MR. GAUSE: Rich Gause, University of  
3 Central Florida. Just to cover in terms of the  
4 potential carrot for getting these agency data sets  
5 into FDsys. Since you have the continuity of  
6 operations for FDsys is a bit of a government  
7 shutdown we're not worried about whether each  
8 agency is able to preserve access to those data  
9 sets, specifically in FDsys we have that access  
10 guaranteed.

11 MS. PRITCHETT: Hallie Pritchett,  
12 University of Georgia. This is the fourth and  
13 final recommendation and I must say I think I'm glad  
14 we only did four. We'd be here all day otherwise.  
15 Okay. Recommendation four, support for the  
16 national plan for access to US Government  
17 information. Council recognizes the effort of the  
18 government publishing office and the FDLP to move  
19 forward with that national plan for access to US  
20 Government information. Within this plan are some  
21 actions that can be instituted now, some that  
22 require approval of the joint committee on  
23 printing, and some that require a change in Title  
24 44.

1           During the past 12 months the  
2 government publishing office has begun to make  
3 changes that can be instituted immediately such as  
4 developing the FDLP Academy, developing and  
5 testing a FDLP coordinator certificate program for  
6 new FDLP coordinators and creating metadata for the  
7 digitized bound volumes of the Congressional  
8 Record 1873 two 1994. Council recommends that GPO  
9 categorize each element of the national plan in  
10 order to clarify what if any legal actions will be  
11 necessary for each. To help community track  
12 progress and provide support towards full  
13 implementation.

14           Council commends GPO's efforts to  
15 realize development of the national plan and  
16 supports GPO's actions to move forward with this  
17 important plan to ensure that government  
18 information remains available and accessible in  
19 perpetuity, and GPO's response.

20           MS. ETKIN: Cindy Etkin, GPO. GPO  
21 thinks Council for their support of a national  
22 plan, thank you all very much, we appreciate that.  
23 It helps. A lot of what we have in this response  
24 was conveyed in some of the sessions that we had

1 here during this meeting, particularly about the  
2 discard session. One of the things that we did  
3 need JCP approve, joint committee on approval was  
4 for the discard policy and that was in the national  
5 plan. We have since as you know gotten that  
6 approval so that has been removed from the needs  
7 legal change or regulatory change to the in  
8 progress.

9 We also have been the response some of  
10 the details about the discard policy which I won't  
11 go into here since we've talked at length about it.  
12 Further modifications to the FDLP were included in  
13 the national plan that do need some kind of approval  
14 or change before it can be implemented and we are  
15 down to three of those action items. The first is  
16 to provide a new depository designation for tribal  
17 libraries, provide a new depository designation of  
18 affiliate access libraries for public community  
19 college or school in school system libraries and  
20 allowed for shared regionals across state  
21 boundaries, but there's are the only three that are  
22 left that require some kind of legal or regulatory  
23 change.

24 Someone came up to me during the

1 mingling and suggested that another affiliate  
2 access library category that we should really  
3 consider are those military libraries because of  
4 all the outreach they do to the military families  
5 and the type of materials that we have in our  
6 program is very, very suitable to their needs.

7 MS. PRITCHETT: Hallie Pritchett,  
8 University of Georgia. Thank you, Cindy. So  
9 those were the four recommendations from council  
10 and the responses, overview of the responses from  
11 GPO and they will be released in their entirety  
12 after this meeting. I've also been asked by  
13 council to discuss the off-site storage best  
14 practices that the off-site storage working group  
15 has been putting together over the past year.  
16 Although we've had a lot of other things going on,  
17 of course with this conference we have completed  
18 our document, our best practices document and we  
19 expect that it is going to be released again after  
20 this conference so we're very pleased with the  
21 outcome and think and hope that it will be useful  
22 for those who are contemplating or being pushed to  
23 move things off-site into closed stacks. So keep  
24 an eye out for that as well.

1           Okay. So we do still have time for  
2 questions, comments, concerns from the audience  
3 and from council so why will I opened up the floor  
4 to whomever you would like to come up to the  
5 microphone or speak from council. And I'm sorry  
6 I apologize, part of it is my sight line is bad,  
7 yeah, thanks guys. Okay. So we will take some  
8 questions, you don't have to stay go, take some  
9 questions or comments from our virtual attendee  
10 actually, thank you.

11           MS. SEIFERT: Kelly Seifert, GPO. We  
12 have lots of cheers for virtual programming, which  
13 is good. We have some requests for more rooms of  
14 the conference to be broadcast which we've heard  
15 before and we did reiterate to the virtual  
16 attendees that many of the programs that were not  
17 broadcast virtually will be presented as webinars  
18 later in the year. We also have requests when  
19 there aren't slides that it would be great if we  
20 could see the presenter so we were actually just  
21 discussing with our ICoHere representative how we  
22 could in a cost-effective way use the WebCam next  
23 time to at least display who is ever at the podium.  
24 So that is a possibility.

1           The virtual attendees would love to see  
2           the posters and Jill Moriarty asked one more point  
3           to improve the virtual, instead of just a wrap up  
4           screen could we see the council's recommendations,  
5           it's difficult to follow the discussion without  
6           them.

7                   MS. PRITCHETT:       Hallie Pritchett  
8           University of Georgia.   When GPO came to me and  
9           said what do you want for a slide for the wrap up  
10          session, how does this look, I said this looks  
11          great, I don't have to do it so, but yes that's a  
12          good point certainly for our next council chair to  
13          put up the council's recommendations.   As far as  
14          the video streaming of the people who are on the  
15          podium who, you know, if you don't have slides, my  
16          story on this is at the last in-person meeting which  
17          was that GPO we found out after the fact that we  
18          would be in videoed streamed and so I think all of  
19          us who were presenting had retroactive panic  
20          attacks, so my suggestion is if you're going to do  
21          that please let us know in advance so we can decide  
22          what were going to wear or what have you.   Okay.

23                   MS. BEVER:       It should be a strong  
24          incentive to have slides.

1                   MR. CORNWALL: Daniel Cornwall, Alaska  
2 State Library and as a person whose has experienced  
3 both virtual and physical meetings I do want to  
4 endorse the idea of video streaming whenever  
5 possible. I mean certainly with informed consent.

6                   MS. PRITCHETT: Okay. Hallie  
7 Pritchett, University of Georgia. Again I know  
8 you're not shy so please, to the microphone if  
9 you've got something to say, to ask or virtual. I  
10 don't even know, not looking anymore, here.

11                   MS. SEIFERT: Kelly Seifert, GPO.  
12 Laura Smith commented, the coordinator certificate  
13 program seems to wonderful thing but I would  
14 eventually like to see some training for  
15 lower-level people in depositories who perform  
16 various documents functions, shelving, technical  
17 processing, public service, et cetera. Are there  
18 plans for that sort of thing? And Jenny Groom  
19 echoes, for new FDLP librarians it would helped to  
20 have a basic intro to governance, GPO, SUDocs, role  
21 of DLC, GODORT, et cetera.

22                   I'm going to turn it over to our  
23 outreach librarians but just a comment we did have  
24 our, which is now turning to be an annual thing,

1 our new depository librarians institute virtual  
2 preconference planned for last week and WeEx was  
3 very, very sick when we tried to do that so we had  
4 to shut it down but they are rescheduling that and  
5 I think that's the type of thing that these folks  
6 are talking about and that is going to be presented  
7 before the end of the year. Ashley, do you want  
8 to add anything?

9 MS. DAHLEN: Ashley Dahlen, GPO.  
10 Thank you for the comment, to a certain extent yeah,  
11 we are definitely trying to get more types of  
12 training. The things like how to shelve, it  
13 actually gets very difficult because we don't tell  
14 you how to shelve your documents and some people  
15 do SUDocs and do LCs and do Dewey, in actuality I  
16 don't know if you know this but there's no rules  
17 about how to shelved SUDoc, so some people file by  
18 letter, number, years and some file by year,  
19 letter, number so we can be kind of hard if you're  
20 coordinator going between call number systems  
21 there.

22 So it's kind of hard for us at GPO to  
23 provide that training and be consistent for  
24 everyone so when we get back to our offices we'll



1 take a more in depth look at the types of training  
2 you're looking for him will see what we can target  
3 so thank you.

4 MS. SEIFERT: Kelly Seifert, GOP.  
5 Another suggestion, if not a WebCam it would be nice  
6 to have a photo of the presented on the first slide.  
7 And another suggestion, in addition to having  
8 slides it would be useful to require them early  
9 enough to be posted before the session. It was  
10 noted that some of the slides from Monday were not  
11 made available until Tuesday.

12 MS. PRITCHETT: Hallie Pritchett,  
13 University of Georgia. I will freely admit I am  
14 the worst offender and I apologize, but that point  
15 is well taken. I've never met a deadline for  
16 slides that I couldn't push apparently. As far as  
17 posting a picture I have in my head that gee, what  
18 kind of picture would we want to post, an action  
19 shot or a, you know, just a headshot or if it's  
20 something we're going to be looking at so that  
21 actually could be kind of fun. Okay. Let's go  
22 back to the audience.

23 MR. JACOBS: James Jacobs, Stanford  
24 University. I apologize in advance because of my

1 voice and I wasn't able to make the LCM update. I'm  
2 just wondering if there is an update about the  
3 digitization of the Congressional record and if  
4 that's going to be made available soon, and it was  
5 probably answered in the previous one.

6 MS. RAMOS: This is Heidi Ramos, GPO.  
7 So at our discussion yesterday, at FDSys content,  
8 we did briefly talk about the bound congressional  
9 record. It is officially now all digitized by the  
10 Library of Congress, we're working with them to get  
11 the files and then we are really close to awarding  
12 a contract for the metadata.

13 MS. IRWIN-SMILER: This is Kate  
14 Irwin-Smiler, Wake Forest, I obviously wasn't at  
15 that session, can you say a little bit more about  
16 the parameters of that digitalization like  
17 timeframe and stuff, like what years and things.

18 MS. RAMOS: Heidi Ramos, GPO. 18, I  
19 want to say 1873 to 1998.

20 MS. IRWIN-SMILER: And does that  
21 include the index?

22 MS. RAMOS: I'll have to look into that  
23 and get back to you.

24 MS. IRWIN-SMILER: Thank you.

1                   MR. JACOBS:    So James Jacobs again,  
2                   sorry, does that mean that you're going to load the  
3                   content into FDsys and then do metadata or are you  
4                   waiting until the metadata is finished to you load?

5                   MS. RAMOS:    We will need to create  
6                   metadata before it can be loaded in FDsys.

7                   MR. JACOBS:    And do you have a  
8                   timeframe on that at all?

9                   MS. RAMOS:    No, at this time we don't  
10                  have a time frame however we do plan to load them  
11                  within batches so it's not going to be just let's  
12                  wait for all of them to be done and then push them  
13                  so.

14                 MS. IRELAND:       Sonnet Ireland,  
15                  University of New Orleans. This is a question more  
16                  about the conference, I've been to a few sessions  
17                  from different agencies and bureaus and whatnot and  
18                  I found those really useful. I'm wondered if  
19                  anyone considered maybe every year having like some  
20                  kind of tour where we can actually go out and see  
21                  an agency or bureau, you know, in the evening. It  
22                  wouldn't have to be like let's go see five of them  
23                  but may be like every year tried to see at least  
24                  one.

1 MS. PRITCHETT: Hallie Pritchett,  
2 University of Georgia. GPO, what say you? Sounds  
3 like a good idea to me. MS. IRELAND: I'm going to  
4 go sit down now.

5 MS. ETKIN: Cindy Etkin, GPO. Thank  
6 you for that question. For those of you who have  
7 been around as long as I have you know that we used  
8 to do tours of various federal agency libraries.  
9 What we heard at that time from some of the survey  
10 responses was that this was taking up a whole lot  
11 of time out of the day and they couldn't attend the  
12 other

13 sessions. So it's six of one and half  
14 a dozen of other, but we can't do these tours in  
15 the evening because agencies have an eight-hour  
16 day, they're not open at night except for GPO that's  
17 open 24 hours. Security is also an issue  
18 particularly since 9/11. We would need to know way  
19 in advance, have credential and it's difficult.

20 MS. FISHER: Janet Fisher, Arizona  
21 State Library archives public records. Cindy,  
22 what about something like Wednesday afternoon,  
23 there is no conflict and this might be something  
24 and the audience might be able to give you feedback

1 now to see if that is of interest to them.

2 MS. ETKIN: Cindy Etkin, GPO. Thanks  
3 Janet for that idea. We would have to have an  
4 agency in line first because we would have to then  
5 find out how many are interested in going on the  
6 tour, so we would mean having some kind of separate  
7 check in box on the registration form, which we can  
8 do. And then we'd have to go through this security  
9 stuff. But Wednesday afternoon if we continue to  
10 keep the two and a half-day thing which we have done  
11 that is an option, thank you.

12 MS. SELBY: Barbie Selby, University  
13 of Virginia. I was thinking the same thing as  
14 Janet and a lot of people come to DC for this, even  
15 all day Thursday there might be people if they came  
16 from California who would stay an extra day to see,  
17 you know, five agency or something, so there might  
18 be, you know, like almost a post conference thing.

19 MS. PRITCHETT: Hallie Pritchett,  
20 University of Georgia. Thank you California  
21 contingent. Okay. Any other questions, anyone  
22 want to get anything off their chest or what have  
23 you? Okay, sorry I asked that. Karen.

24 MS. RUSS: This is actually more of a

1 reminder for Mary Alice that she wanted to get up  
2 and make a comment about ICohere and state groups  
3 being able to make use of it so this is Mary Alice's  
4 reminder get up and say that.

5 MS. BAISH: Mary Alice Baish, GPO.  
6 Karen approached me during the break and it's a good  
7 opportunity. I don't think we remind all of you  
8 often enough that in our contract with ICohere we  
9 do have the ability to host virtual meetings within  
10 a region or state. Karen was talking about wow  
11 with this discard policy we would like to maybe  
12 bring in five states, right, into a conversation  
13 about regional discard.

14 So yes, we do have that capability and  
15 I'm not going to point any one person out but may  
16 be Ashley would sort of volunteer. I think all of  
17 you know Ashley, you know how to reach Ashley and  
18 please we pay for this service and we want you to  
19 be able to use it so thanks for the reminder, Karen.  
20 And I thought that was a great idea about having  
21 some multistate virtual meetings, were happy to  
22 host.

23 MS. PRITCHETT: Hallie Pritchett,  
24 University of Georgia. Anything from the virtual

1 attendees? Anything else in the audience?  
2 Council?

3 MS. BERNSTEIN: Melissa Bernstein,  
4 University of Utah. And I think in all of the  
5 thanking it's kind of awkward to thank yourself so  
6 I would like to thank you for being our council  
7 chair and hosting a wonderful meeting.

8 MS. PRITCHETT: Truly my pleasure and  
9 a little bit of stress but my pleasure.

10 MS. ETKIN: Pleasurable stress.  
11 Cindy Etkin, GPO. I also wanted to thank you  
12 Hallie and all of council for a good meeting, I've  
13 kind of kind of planted roots here in the Crystal  
14 Ballroom and have had some very good discussions  
15 and very good programs. I'm sorry I doing get out  
16 to any of the others but thank you Hallie, thank  
17 you, council. I look forward to seeing more  
18 fleshed out recommendations, all nine of them and  
19 no, that's not a record, Sheri, I think it one time  
20 there were 13, so yeah, it was 13, yeah. And it  
21 might have been when someone in the back of the room  
22 was actually chair, so but thank you. Thank you  
23 very much.

24 MS. COWELL: Hi, it's Elizabeth Cowell

1 from the University of California Santa Cruz. I  
2 have to say this is probably my last depository  
3 library council meeting as I retreat back into my  
4 role as university librarian. I went to my first  
5 depository library council meeting when that I was  
6 about 15, just kidding, in 1995 and it's been really  
7 an honor to participate in this community and kind  
8 of grow up with all of you. I feel like I'm leaving  
9 my depository in good hands with my local  
10 coordinator Lucia back there. But really I want  
11 to thank Hallie for really keeping me on council  
12 and being just a terrific chair, so thanks.

13 MS. PRITCHETT: See, my thing was I was  
14 getting to the point where I was like, don't make  
15 me come out to Santa Cruz and talk to you in person.  
16 So but I'm delighted that she stayed on council,  
17 I'm delighted everyone has been on council so. If  
18 we have no other comments, questions, concerns.

19 MS. SEIFERT: Kelly Seifert, GPO.  
20 Just a lot of thanks and well wishes from the  
21 virtual attendees to the DLC and GPO and lots of  
22 thanks for the virtual component.

23 MS. PRITCHETT: Great, okay. One last  
24 time, Hallie Pritchett, University of Georgia. I



1 would like to thank everyone for your participation  
2 these last three days and I will say, this meeting  
3 is adjourned.

4 (Whereupon, the above-entitled matter  
5 went off the record at 11:45 a.m.)

6

7

8