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# Meaningful Measures | Assessment

By Jennifer Koerber

### **National initiatives step into the gap on the urgent need to capture outcomes**http://lj.libraryjournal.com/wp-content/uploads/2017/06/ljx170602webKoerberOutcomes3.jpg

**Measuring outcomes** can be a vital aid to justifying library work to voters, funders, and stakeholders—as well as determining strategic direction—but it can also be overwhelming.

“Libraries are very good at counting outputs…it’s more difficult to count outcomes,” says Stacey Wedlake, research and communication coordinator for Impact Survey, one of several national projects developed over the past ten years to help public libraries jump that hurdle. “It takes a different way of thinking and approach to understand and then count how people were changed due to the access and use of your services.”

Some statewide efforts have had success with outcomes. New York and Oregon state libraries, for instance, offer outcomes-based evaluation (OBE) training and support for their members. The Job and Career Services Department of the Cuyahoga County Public Library, OH, has measured outcomes for decades, using paper and online surveys for participant evaluations and an electronic records system designed for counseling centers for secure data storage. However, many libraries don’t have staff with time to learn this approach, and, for the most part, only some of the most recent graduates have these skills.

Fortunately, efforts to provide that capacity on a national scale are rising to meet the need, but there is still plenty of room for growth—in adoption, in use of the data, and in taking outcomes-based assessment to the next level.

**TIME HAS COME FOR OUTCOMES**

What explains the current national focus on outcomes measurement? Wedlake is specific: “[We’ve] been talking about the importance of outcomes for many years, but [it’s] reached a tipping point. There seemed to be a shift post-2008. Local governments and taxpayers started taking closer looks at how their money was being spent and wanting institutions to ‘prove’ their value. Outcomes help tell that story [and] give valuable information to librarians who want to improve their services.”

Tom Cherubini, executive director of Chief Officers of State Library Agencies (COSLA) and a leader of the ­Measures That Matter project, concurs. “We’ve talked about [outcomes measurement and standardized data collection] for a long time—for whatever reason, there’s an energy now, and we need to take advantage of that,” he says.

The reason may very well relate to concrete support. “I think that technology accelerates change and, in this case, expectations as well,” says Gretchen Pruett, library director, New Braunfels Public Library, TX. “With technology, we should be able to have metrics faster and better and more and all the time. [M]any library staff, especially those in smaller libraries, do not have the expertise to develop and administer the tools needed to capture the data. So [tools provided by large initiatives], which are easily administered by small libraries and which give great information on the local level [plus] national comparability, are much more likely to be used by librarians at all levels.”

**http://lj.libraryjournal.com/2017/06/library-services/meaningful-measures-assessment/**

# MIT Press, Internet Archive Collaborate to Digitize Titles

By [Lisa Peet](http://lj.libraryjournal.com/author/lpeet/)

MIT Press has joined forces with the Internet Archive (IA) to scan, preserve, and enable lending of hundreds of the press’s books that are currently unavailable in digital form. With support from British funding agency Arcadia, IA will scan a selection of MIT Press’s backlist titles, which will then be available for any library that owns a physical copy of each book to lend or make openly available, and will also be accessible through IA’s [archive.org](https://archive.org/).

This is the first step in IA’s plans to digitize and offer public access to four million books through similar partnerships with university presses and other publishers.

Some 1,500 titles from MIT Press, affiliated with the Massachusetts Institute of Technology, Cambridge, have been chosen for the project. A range of professional and popular titles—some dating back to the early 20th century—include Cyril Stanley Smith’s From Art to Science: Seventy-Two Objects Illustrating the Nature of Discovery, published in 1980, and Frederick Law Olmsted and Theodora Kimball’s 1973 work Forty Years of Landscape Architecture: CentralPark. The oldest title in the group is Arthur C. Hardy’s 1936 Handbook of Colorimetry.

**IA WAVES ITS WAND**

The idea of forming a partnership first came up during a phone call between MIT Press director Amy Brand and IA founder Brewster Kahle, who studied at MIT and served on the MIT Press management board in the 1990s. IA’s [Open Library](https://openlibrary.org/) project, created by Kahle and the late programmer and Internet activist Aaron Swartz, is an open, editable catalog that aspires to provide “one web page for every book ever published,” according to its website. To date, it holds over 20 million records. Users can also read books through the [eBook Lending Library](https://openlibrary.org/borrow), which provides downloadable and searchable full texts of public domain books, as well as scanned books from IA’s print collection and selected titles from more than a thousand public library partners. Each is available on a one copy/one user model.

Open Library, explained Kahle, proposes to provide electronic copies of physical books to all libraries—“basically trying to wave a wand over everyone’s physical collections and saying, Blink! You now have an electronic version that you can use”—to lend or make OA, depending on the copyright, or to adapt for dyslexic or visually impaired users. A book digitized through the IA plan can be circulated by any library that owns a physical copy.

Working with publishers as well as libraries is key to Kahle’s vision, however. Publishers have direct access to the works’ rights holders and often have deep backlists of titles worth reviving. Through IA’s digitization plan, he explained, “Publishers get the digital book [to do] whatever they want with it. And libraries get another round of life out of the books they’ve already paid for.”

Brand was enthusiastic from the beginning. Since her first days at MIT Press, she told LJ, “one of my top ambitions was to make sure that everything we had published in the past and had the rights to digitize could be accessible and searchable and discoverable, now and into the future.”

Collaborating with IA would provide MIT press with digital files of its own books for its own use, explained Brand. “That’s a significant cost savings for us, considering that we were planning to digitize these works on our own.”

And by digitizing older titles, she added, MIT Press will be able to take control of its own OA product. “I see it as a way to get out in front of widespread piracy and circulation of unauthorized files…which is a huge problem for publishers and libraries,” Brand said. In addition to providing the publisher metadata to IA, she said, MIT Press will be adding a digital “bookplate” page to each electronic edition stating that it is the authorized file and noting the author’s intended use of the book—”Taking the wind out of the pirate sails.”

**http://lj.libraryjournal.com/2017/06/academic-libraries/mit-press-internet-archive-collaborate-to-digitize-titles/**

# Library Ideas Launches Movie and TV “Hotspots”

By [Matt Enis](http://lj.libraryjournal.com/author/menis/)

Library Ideas, developer of the Freading ebook and Freegal music solutions for libraries, is launching the GoChip Beam, a new type of device for lending movies and television series. Each GoChip Beam device contains a small Wi-Fi router, rechargeable battery, and solid state storage preloaded with five feature length movies or an entire season of a television series, all enclosed in a 3.5″ x 1″ stick.

After downloading an app and connecting to the GoChip Wi-Fi signal, up to eight simultaneous users (within a 75 foot radius of the device) can stream any movie or episode stored on the GoChip to Apple and Android tablets and mobile devices, as well as Mac and Windows laptops and desktops, Brian Downing, CEO of Library Ideas, told LJ.

The launch collection, which will begin shipping this week to a few early adopters, includes 40 SKUs (20 devices preloaded with TV series and 20 with movies) featuring TV series such as Breaking Bad, Community, House of Cards, and The Spectacular Spider-Man. One example of a five-movie collection of dramas includes The Notebook, Of Gods and Men, In Darkness, The Invisible Woman, and Labyrinth of Lies. Other movie categories include action, comedy, family, kids, sf, horror, romance, and documentaries.

Going forward, Downing said, new SKUs will include some content simultaneous to its release on DVD and Blu-Ray, with five new SKUs introduced each month. Upcoming titles include T2: Trainspotting at the end of June, and in July, the sf thriller Life and the family-friendly Smurfs: The Lost Village.

Each preloaded device will cost $119 each—a one-time payment with no lending limits—and Downing said that Library Ideas will be offering discounts to libraries that purchase either the entire launch collection or place standing orders for newly released content. The devices will ship in customized yellow boxes the size of a standard DVD box, facilitating shelving and storage with a library’s existing media collection.

Although GoChips are new to the market and have not yet been tested in a lending environment, Downing noted that the devices have no moving parts and “should be very durable” as a result.

In a joint statement, Downing and John Strisower, CEO of GoChip, said, “Libraries have always been on the forefront of providing media solutions on a large scale, and we look forward to seeing the results of three years of hard work together. We are confident that the GoChip Beam will be a staple of library collections for years to come.”

The GoChips are not designed to connect to the Internet, and the stored content is locked and only accessible within range of the device’s Wi-Fi signal. As such, studios may be more inclined to view these devices as physical media, with licensing agreements similar to those for CDs and DVDs, instead of streaming devices, such as Rokus. Downing stated that he believes the hybrid physical/digital nature of the devices will appeal to many studios that have otherwise been reluctant to work with library streaming services.

**http://lj.libraryjournal.com/2017/06/technology/library-ideas-launches-movie-and-tv-hotspots/**

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| [Fake News](http://mediasource.actonservice.com/acton/ct/10574/s-12c6-1706/Bct/l-00ab/l-00ab:22523/ct1_0/1?sid=TV2:e6DaWdTtV) |
| [**New Speakers added to Literacy Redefined!**](http://mediasource.actonservice.com/acton/ct/10574/s-12c6-1706/Bct/l-00ab/l-00ab:22523/ct2_0/1?sid=TV2%3Ae6DaWdTtV)  The editors of *Library Journal* and *School Library Journal* have convened some of today’s leading advocates, thinkers, and doers on literacy programming in public libraries for our upcoming [**Literacy Redefined**](http://mediasource.actonservice.com/acton/ct/10574/s-12c6-1706/Bct/l-00ab/l-00ab:22523/ct2_1/1?sid=TV2%3Ae6DaWdTtV) online course. This includes speakers from the March 2017 Public Library Think Tank in Miami, who will discuss in actionable terms how public librarians are redefining literacy.  **Speakers Include**   |  |  |  | | --- | --- | --- | | [http://s3.amazonaws.com/ImageCloud/marketing/ProfessionalDevelopment/2017/Literacy-Redefined/LJPD_LiteracyRedefined_Speaker_180px_JasonKucsma.jpg](http://mediasource.actonservice.com/acton/ct/10574/s-12c6-1706/Bct/l-00ab/l-00ab:22523/ct3_0/1?sid=TV2:e6DaWdTtV) | [http://s3.amazonaws.com/ImageCloud/marketing/ProfessionalDevelopment/2017/Literacy-Redefined/LJPD_LiteracyRedefined_Speaker_180px_jennifershipley.jpg](http://mediasource.actonservice.com/acton/ct/10574/s-12c6-1706/Bct/l-00ab/l-00ab:22523/ct3_1/1?sid=TV2:e6DaWdTtV) | [http://s3.amazonaws.com/ImageCloud/marketing/ProfessionalDevelopment/2017/Literacy-Redefined/LJPD_LiteracyRedefined_Speaker_180px_JohnHorrigan.jpg](http://mediasource.actonservice.com/acton/ct/10574/s-12c6-1706/Bct/l-00ab/l-00ab:22523/ct3_2/1?sid=TV2:e6DaWdTtV) | | **Jason Kucsma** Deputy Director, Toledo-Lucas County Public Library (OH);*Library Journal* Mover & Shaker 2017 | **Jennifer Shipley** Library Operations Administrator, Miami-Dade Public Library (FL) | **John Horrigan** Senior Researcher, Pew Research Center (DC) |  |  |  |  | | --- | --- | --- | | [http://s3.amazonaws.com/ImageCloud/marketing/ProfessionalDevelopment/2017/Literacy-Redefined/LJPD_LiteracyRedefined_Speaker_180px_OscarFuentes.jpg](http://mediasource.actonservice.com/acton/ct/10574/s-12c6-1706/Bct/l-00ab/l-00ab:22523/ct3_3/1?sid=TV2:e6DaWdTtV) | [http://s3.amazonaws.com/ImageCloud/marketing/ProfessionalDevelopment/2017/Literacy-Redefined/LJPD_LiteracyRedefined_Speaker_180px_RachelPayne-.jpg](http://mediasource.actonservice.com/acton/ct/10574/s-12c6-1706/Bct/l-00ab/l-00ab:22523/ct3_4/1?sid=TV2:e6DaWdTtV) | [http://s3.amazonaws.com/ImageCloud/marketing/ProfessionalDevelopment/2017/Literacy-Redefined/LJPD_LiteracyRedefined_Speaker_180px_SiobhanReardon.jpg](http://mediasource.actonservice.com/acton/ct/10574/s-12c6-1706/Bct/l-00ab/l-00ab:22523/ct3_5/1?sid=TV2:e6DaWdTtV) | | **Oscar Fuentes** Library Exhibitions & Programming Specialist, Art Services, Miami-Dade Public Library (FL) | **Rachel Payne** Coordinator, Early Childhood Services, Brooklyn Public Library (NY) | **Siobhan Reardon** President and Director, Free Library of Philadelphia (PA) |   Starting on September 27, participants will engage with these presenters via live video stream, visual presentations, and chats, and workshop practical ideas in groups, with guidance from an advisor, to map out your own literacy programs or initiatives. You’ll leave with well-developed literacy strategies designed to make a lasting impact on your community.  **Participants will learn about...**   **Integrating literacy planning into the library’s mission and strategy**  **Early literacy programs and the foundation of learning**  **Using data in literacy planning**  **Visual literacy programs**  **Food, nutrition, and health literacy programs**  ...and much more.  For more information please [**visit our website**](http://mediasource.actonservice.com/acton/ct/10574/s-12c6-1706/Bct/l-00ab/l-00ab:22523/ct4_0/1?sid=TV2%3Ae6DaWdTtV)**.**  [REGISTER NOW](http://mediasource.actonservice.com/acton/ct/10574/s-12c6-1706/Bct/l-00ab/l-00ab:22523/ct2_2/1?sid=TV2:e6DaWdTtV)  [**Register**](http://mediasource.actonservice.com/acton/ct/10574/s-12c6-1706/Bct/l-00ab/l-00ab:22523/ct2_3/1?sid=TV2%3Ae6DaWdTtV) by July 14 to receive your **25% early-bird discount**! |

# Intellectual Freedom and Open Access | ALA Annual 2017

By [Lisa Peet](http://lj.libraryjournal.com/author/lpeet/) on June 29, 2017 [Leave a Comment](http://lj.libraryjournal.com/2017/06/shows-events/ala/intellectual-freedom-and-open-access-ala-annual-2017/#respond)

While intellectual freedom and open access (OA) are two ideals widely held and strongly advocated for across all disciplines of librarianship, each touches on different values. The panel “Intellectual Freedom and Open Access; Working Toward a Common Goal?” at the American Library Association (ALA) Annual Conference in Chicago, sponsored by ALA’s Intellectual Freedom Round Table, invited three librarians from different sectors to weigh in on where and how the two principles overlap, and how they can support each other. Marguerite Avery, senior acquisitions editor at Trinity University Press, San Antonio, TX; April Hathcock, scholarly communications librarian at New York University; and James LaRue, director of Office for Intellectual Freedom (OIF) and ALA’s Freedom to Read Foundation and former director of Douglas County Libraries, CO, offered a diversity of viewpoints and some common goals.

On the surface, intellectual freedom and open access feel similar—both advocate for increased access to information. Yet they are also distinct, LaRue pointed out: there is a difference between advocating for access and resisting systems of censorship.

Increasingly, however, widespread systems of economic barriers to content pose threats to both ideals. Particularly when it comes to electronic resources—from academia’s reliance on “Big Deal” bundling to inconsistent pricing models for public libraries offered by the “Big Five” publishers—the current system isn’t sustainable, stated LaRue. In both instances, libraries are tied to business models that can serve to restrict their ownership of—and access to—resources.

**CHANGING MODELS**

LaRue’s answer is a call to arms for libraries to manage their own content, build their own platforms, and shift the distribution system to a more equitable model. Under his leadership, Douglas County Libraries built its own ebook distribution platform in 2011, allowing it to work directly with authors and publishers, and he urged librarians to think in similarly outside-the-box ways. “We can rail against the censors, we can rail against the economic system,” he said, “or we can do something about it.”

As both an academic librarian and a lawyer, Hathcock is accustomed to discussing the ways that OA can help open up access to intellectual freedom. But it’s important to view OA as a potential solution rather than a panacea, she cautioned—and critical to take a close look at the systemic reasons that people don’t have access to information. Racism, sexism, class or ability discrimination all play a major role in the question of who has access and who doesn’t. “When I think of ways open access can enable intellectual freedom,” said Hathcock, “I think about who’s not at the table, and how we can enable them.”

Much of the conversation around intellectual freedom, she added, centers around those who are already well-represented, such as alt-right commentator Milo Yiannopoulos. Rather, Hathcock said, we should be thinking about who’s missing, and why, “so we can have a more complete conversation.”

In order to frame issues of intellectual freedom through the lens of OA, said Avery—who served as executive editor at Amherst College Press from 2015–17 and senior acquisitions editor at MIT Press for ten years prior to that, and is a member of the Digital Public Library of America’s Content and Scope group—publishing models need to shift as well. The academic publishing system looks “remarkably similar” to the way it did when it was created more than 300 years ago, she noted.

**http://lj.libraryjournal.com/2017/06/shows-events/ala/intellectual-freedom-and-open-access-ala-annual-2017/**

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# One of the Toughest Leadership Jobs: The College Presidency | Leading from the Library

By [Steven Bell](http://lj.libraryjournal.com/author/sbell/)

An uptick in a number of college presidents leaving their positions early on, along with two new reports on the skills necessary to be an effective college leader, shed some light on what it takes to lead a complex organization.

From the higher education worker’s perspective, on any given day, all can seem to be going well in the president’s office. Which is why learning that our president is unexpectedly resigning, or is suddenly in battle with the trustees, comes as shock to us. I speak from recent experience. At my institution our president, who seemed to be leading effectively—despite some tensions with the surrounding community over a planned stadium project—[was revealed to be at the center of some troubling events](http://www.philly.com/philly/education/20160714_Growing_rift_between_Temple_president_and_board_set_stage_for_ouster__sources_say.html). Just a few days after the news broke, the president was shown the exit door. As leadership positions go, college president has to be one of the toughest at which to succeed—perhaps even more demanding than comparable positions in industry or government.

**ALWAYS ON, ALWAYS UNDER PRESSURE**

Given the nature of the job you might wonder why anyone would want it, though “high risk, high reward” is no doubt an enticement for many aspiring college presidents. It’s a high pressure, 24/7 role that needs to constantly satisfy a multitude of constituencies. From the newest freshmen and their parents to the saltiest trustee, from the activist faculty member to the demanding donor, the president must work well with them all and win everyone over. Few other high profile leaders work in a similar shared governance setting where any project or change requires buy-in from faculty—not to mention external community partners—though corporate leaders are increasingly subject to the [demands of activist investors](http://www.foxbusiness.com/features/2017/05/16/activist-investors-have-new-bloodlust-ceos.html). Always under the microscope, one wrong statement or  botched project could signal the end. In 2006 [the average tenure](http://www.chronicle.com/article/Behind-a-Stagnant-Portrait-of/240393?cid=wsinglestory) of a college president was 8.5 years; in 2017 it is down to 6.5. Yet there are presidents who thrive for many years at one institution. What is it they do from which others can learn to be better leaders?

**http://lj.libraryjournal.com/2017/06/opinion/leading-from-the-library/one-of-the-toughest-leadership-jobs-the-college-presidency-leading-from-the-library/**

# Open Textbooks: OpenStax’s 2016 Partner Schools Expected to Save Students $8.2 Million

Filed by [Gary Price](http://www.infodocket.com/author/gprice/) on June 29, 2017

From [Rice University:](http://news.rice.edu/2017/06/27/openstaxs-2016-partner-schools-expected-to-save-students-8-2m-2/)

Eleven U.S. colleges and universities that partnered last summer with Rice University-based nonprofit publisher [OpenStax](https://openstax.org/) to boost the use of freely available textbooks and learning materials on their campuses expect the program to save their students nearly $8.2 million — about $4 million more than projected — in the coming academic year.

OpenStax, a unique publisher that uses philanthropic grants to produce high-quality, peer-reviewed textbooks that are free online and low-cost in print, launched its [Institutional Partnership Program](https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/Institutional_Partnership_Program_Application_2017_Fillable.pdf) to spur the use of open educational resources (OER) at U.S. campuses.

In 2016, 43 schools applied for the 11 available slots. Each agreed to promote the use of OER materials on its campus through an intensive, yearlong program supported by dedicated OpenStax staff who assisted the partners in adopting both OpenStax titles and other free or low-cost OER.

The 2016 partners were Alamo Colleges (Texas), the University of Arizona, Washington State University, Utah State University, Pasadena City College (California), the University of Connecticut, Lansing Community College (Michigan), College of the Canyons (California), Tulsa Community College (Oklahoma), Northern Essex Community College (Massachusetts) and South Florida State College. The schools have a combined enrollment of more than 300,000, and in [announcing the partnerships](http://news.rice.edu/2016/07/06/11-schools-selected-for-national-openstax-partnership-program-2/) last year, OpenStax estimated the yearlong effort would result in a collective student savings on the campuses of at least $4.2 million.

Upon tallying year-end figures, OpenStax found that the number of students expected to use OER materials at the 11 schools this fall will be more than 300 percent higher than in 2015-16, the last year before enrolling in the partnership program. Student savings from OER at the 11 schools in 2017-18 are expected to be $8.2 million, about $4.8 million of which will result from using OpenStax books.

**http://www.infodocket.com/2017/06/29/open-textbooks-openstaxs-2016-partner-schools-expected-to-save-students-8-2-million/**