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**A PLAN PROVIDING OPTIONS AND
RECOMMENDATIONS FOR COOPERATIVE LIBRARY
AUTOMATION ACTIVITY**

Prepared in Response to
Specific Appropriation Section 81,
2009 General Appropriations Act
(Chapter 2009-81, Laws of Florida)

December 1, 2009

Submitted to:

Chair, Full Appropriations Council on Education & Economic Development,
Florida House of Representatives

Chair, Policy and Steering Committee on Ways and Means, Florida Senate

Executive Office of the Governor

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EXECUTIVE SUMMARY

Florida's leaders have recognized the necessity of moving the state toward a knowledge-based economy, which highlights the need for a well-educated citizenry. The state's postsecondary systems are focusing on increasing the number of baccalaureate degrees awarded while enhancing the quality of research and graduate programs, and the Pre-K-12 sector is striving to increase the number of high school graduates who are college- and workforce-ready. Public libraries, as always, are called upon to provide information and materials to support both systems, to the extent possible, while improving the quality of life for the state's citizens.

Such high-reaching goals in a time of economic uncertainty have underscored the need for cooperation and collaboration among all sectors. The provision of library resources is critical to meet the information needs of all students, especially those in the expanding number of bachelor's programs in the Florida College System and high school students in accelerated programs, while not diluting the depth or breadth of higher-level resources available to students in the state's university system.

To focus attention on expanding access to libraries' electronic databases and other eResources, to provide simultaneous searches of bibliographic lists of holdings of all Florida libraries, and to encourage the provision of more cost-efficient services, the 2009 Legislature required the development of a plan to address these concepts, as delineated in proviso. The cross-sector discussions that ensued provided, for example, a better understanding of the extent to which electronic databases are available and to whom; the contractual language for obtaining licenses for electronic resources; how and why automated library management functions and catalogs are structured as they are; the extent to which resources are shared; and the extent to which coordination and collaboration currently exist among sectors. The process of documenting these and other aspects of library automation unearthed successes and limitations, and provided an opportunity for beginning the development of a vision for the future.

The 500 pages of documentation developed and collected regarding the current status of library automation services, systems, and activities provide a framework for future planning. However, the legislative deadline of December 1 did not allow sufficient time for the full and meaningful utilization of that good information. Although the authors of this report have tried to comply with the legislative mandates in proviso, the report should be considered Phase I of the study. Phase II should extensively involve academic leaders, library directors, general counsels, and chief information officers in each system, as well as staff in the Division of Library Information Services and purchasing experts in the Department of Management Services. These individuals are the on-the-ground experts who know best the needs of their constituents, as well as the legal issues and technological challenges faced by their libraries and institutions. These are the people who have been actively involved in crafting current policies and who should be involved in developing a strategic vision and plan for the future. They cannot do it alone, however. The process used for Phase I of the study has highlighted the need for an external consultant, one whose knowledge of library automation is extensive.

In Phase I of this study, the Joint Library Planning Committee laid the groundwork for developing a vision and strategic plan for library automation services and technology for the future. It documented the current state of library automation in each sector – public libraries, public schools, colleges, and state universities – describing successes and limitations, and

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making initial recommendations for improvements and further research. It recognized that technology and software changes are underway nationally that will drastically impact the future of library automation activities in certain areas, but whose development currently is not far enough along for decisions to be made regarding the direction in which the state, and its component systems, should go.

The reader is encouraged to supplement this report by examining both volumes of supporting documentation provided by the Technical Support Workgroup in *A Report to the Joint Library Planning Committee from the Technical Support Workgroup*, which may be found on the following Web page: <http://www.fldoe.org/cc/jlpcm.asp>. These volumes contain substantial amounts of information considered during deliberations of the Committee and may be of further use in understanding recommendations formulated as a result of those deliberations.

After careful consideration of potential options within the timeframe allowed, the Committee proposes the following recommendations to address issues in proviso in the most efficient, cost-effective manner possible:

1. Establish an on-line union catalog that is capable of searching combined library holdings utilizing OCLC WorldCat (*additional funding required will be approximately \$61,000*).
2. Establish a statewide eResources purchasing consortium with representatives from FCLA, CCLA, the Division of Library and Information Services (DLIS), PreK-12, and public libraries. The consortium would develop plans and processes for leveraging funds for licensing eResources and seek new models to expand cross-sector access (*can be accomplished within current resources*).
3. Charge a cross-sector group to determine a vision and develop a strategic plan for the future use of on-line library services and systems in Florida, and provide funding for a consultant to hold focus sessions, survey ongoing developments, and make recommendations for consideration by the cross-sector group. Recommendations should be made to the Legislature, Governor's Office, Board of Governors, and State Board of Education. At a minimum, the group should include academic leaders, library directors, general counsels, and chief information officers from each system, as well as staff from the Division of Library and Information Services and purchasing experts from the Department of Management Services (*the cost of a consultant and related expenses is estimated to be \$225,000*).
4. Recommend to the Department of Management Services (DMS) that the current state term library materials contract be expanded to include services from library cataloging utilities and other providers of library services and to continue activity begun in exploring statewide membership in library-related membership organizations (*sufficient resources at DMS will need to be dedicated to this effort*).

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PREFACE

Proviso following Specific Appropriation 81 of the 2009-2010 General Appropriations Act mandated that a plan be developed to address certain library automation issues as follows:

From the funds provided in Specific Appropriation 81 for the Sunlink Uniform Library Database, the Department of Education shall collaborate with the Florida Center for Library Automation (FCLA), the College Center for Library Automation (CCLA), and the Florida Electronic Library (FEL) of the Department of State to jointly prepare and provide to the chairs of the House of Representatives Full Appropriations Council on Education & Economic Development, the Senate Policy and Steering Committee on Ways and Means, and the Executive Office of the Governor, a plan that provides options and recommendations for:

1. Establishing an on-line union catalog that is capable of searching the combined library holdings of the public K-12 schools, the public postsecondary education institutions, and the public libraries. The union catalog shall: (a) include holdings that comply with nationally accepted cataloging standards for the representation and communication of bibliographic and related information in machine-readable form; (b) allow users to search for holdings by school district, public postsecondary education institution, public library, region, and statewide; and (c) include an Internet-based analytic tool that collects and analyzes user and inter-library loan request data.
2. Establishing a process for Sunlink, FCLA, CCLA, and FEL to jointly negotiate the statewide licensing of electronic resources to reduce the overall cost of such resources.
3. Consolidating automated, on-line library services and systems, to include associated infrastructure, when such consolidation can maximize efficiencies, reduce costs, and increase collaboration.
4. Establishing a statewide approach and process for (a) contracting with library cataloging utilities and other providers of library services and products and (b) securing statewide membership in library organizations and regional library affiliates.

The plan shall be provided no later than December 1, 2009.

The plan was prepared by the Joint Library Planning Committee appointed by the Commissioner of Education, in cooperation with the Secretary of State and the Chancellors of the State University System, Florida College System, and Division of Public Schools. All meetings of the Committee were publicly noticed and meeting materials were available via the Internet.

Appointed members of the Joint Library Planning Committee were: Dr. Nancy McKee, Associate Vice Chancellor, Board of Governors (Elected Chair); Dr. John Holdnak, Vice

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Chancellor for Financial Policy, Florida College System; Mary Jane Tappeen, Deputy Chancellor for Curriculum, Instruction, and Student Services, Department of Education; and JuDee Pettijohn, Deputy Secretary, Cultural, Historical, and Information Programs, Department of State.

A Technical Support Workgroup was created to explore issues, propose options, and carry out fact-finding needs of the Committee. The members of the Workgroup were Jim Corey, Florida Center for Library Automation (FCLA); Dr. Richard Madaus, College Center for Library Automation (CCLA); Dr. Tom Owens, SUNLINK; and Mark Flynn, Florida Electronic Library (FEL). The Workgroup operated collaboratively through in-person meetings, Internet “webinars”, teleconference calls, and e-mail exchanges. Documents that the workgroup reviewed and developed are attached to the report that was submitted to the Committee as supporting documentation and are posted on the Web at <http://www.fldoe.org/cc/jlpcm.asp>.

In addition to thoroughly reviewing current and planned activities of the FCLA, CCLA, SUNLINK, and FEL, the Committee requested and received formal demonstrations of their products and services, and examined approaches taken by three other states well-known for their library automation and cooperation activities: Ohio, Georgia, and Illinois.

The Committee conducted two surveys to seek input from approximately 300 library directors, members of the Florida Distance Learning Consortium, and academic leaders. Opportunities were provided for public input at each meeting of the Committee, and written responses were solicited from various boards and councils prior to approving the final report for submission to the Commissioner. Those responses are included as Attachment A of this report.

The Committee sought options that would be responsive to the proviso language and put forth innovative, cost-effective and efficient approaches based on successes in other states and newly emerging models tailored to meet Florida’s future needs. Timelines, costs, impacts, and implications for each of the options were included for consideration.

The full report of the Technical Support Workgroup, as directed by the Committee, is available on the Web at <http://www.fldoe.org/cc/jlpcm.asp>. A history of library automation in Florida is included to provide context for understanding the direction, priorities, and influences that have resulted in the current situation and the desired changes for the future.

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BACKGROUND

Although it would likely prove to be impractical to consolidate all library automation services under a single organization because of technological challenges, differences in governance structures and funding sources, and the diverse needs of each sector, Florida's leaders recognized that certain types of electronic linkages provide cost savings. As a result, they created two separate, but linked, statewide library entities for universities (FCLA) and community colleges (CCLA). Similarly, the Pre-K-12 SUNLINK and the Division of Library and Information Services have evolved over time to provide statewide services where possible, while respecting the role of local governments to provide services tailored to the needs of their communities or Pre-K-12 students.

Florida Center for Library Automation (FCLA)

Housed in Gainesville, the Florida Center for Library Automation (FCLA) provides centralized automated library services for Florida's 11 public universities. This responsibility includes the development, configuration, testing, installation, acquisition, and maintenance of software for successful operations. Today, FCLA provides library automation support to 77 libraries on 46 sites in 40 cities throughout Florida as part of the university system. Through planning with the university libraries, FCLA supports the libraries' ability to carry out their own missions in support of teaching, research, and service.

FCLA offers many centralized services to Florida's 11 university libraries, including the following:

- Online library catalogs for each university and a single, unduplicated statewide catalog.
- Centralized automated library management system (acquisitions, circulation, and other staff support).
- Web access to find local or statewide materials.
- Access to special collections digitized and belonging to state university libraries.
- Preservation of digitized content belonging to state university libraries.
- Access to commercial electronic resources, such as scholarly journals, periodicals, and reference materials, through statewide subscription contracts with publishers.
- Consultation for and training of university library staff.

FCLA's centralized technology-based library services are critical to the university libraries and their ability to support the teaching, research, and service missions of the state universities. Every day, each university depends on FCLA to provide its online library catalog, to provide access to electronic library materials, and to operate the systems that support its libraries' purchasing, cataloging, and circulation functions. FCLA also provides digital archiving functions necessary to preserve library materials and university research data for use by future generations.

College Center for Library Automation (CCLA)

Housed in Tallahassee, the College Center for Library Automation (CCLA) provides centralized, automated library services for Florida's 28 colleges. This responsibility includes developing and supporting Florida's Library Information Network for Community Colleges (LINCC) and the Web-based library information portal, LINCCWeb. Today, CCLA provides library automation

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support to 81 physical library sites in 65 cities throughout Florida that are part of the 28 institutions that comprise the Florida College System (FCS).

Specifically, CCLA provides service and leadership in statewide automated library and information resources to enhance the educational experience at Florida's public colleges. This formal mission is accomplished by providing access to shared information resources; ensuring effective use of technology through training, support, and consultation; researching and implementing suitable new technologies; and providing library advocacy for issues of concern to college libraries.

CCLA provides a comprehensive suite of library information products and full-service programs that support Florida's college libraries, including the following:

- LINCCWeb – LINCCWeb is a library information portal that offers access to information-rich, full-text databases, eBooks, and the library holdings of Florida's public colleges and universities and collections of public libraries representing Florida's major metropolitan areas. LINCCWeb users can also request library materials online, and manage their personal library accounts.
- Library Management System (LMS) – LINCC is the library management system that provides library staff with automated tools to streamline delivery of library services to students and increase library staff productivity.
- Education and Training: LINCCLearn – CCLA's comprehensive user education program, LINCCLearn combines instructor-led training with self-paced, online instruction to ensure library staff have the knowledge and skills needed to provide first-rate information services to their students and faculties.
- Consultation Services – CCLA provides professional onsite consultative services to libraries at each of the state's 28 colleges. Consultations are tailored to the unique atmosphere of each library.
- User Support – CCLA's full-time customer service support staff is available during all hours of library operation to assist librarians with using CCLA and LINCC products and services.

Development of New Services – CCLA continues to develop and deliver value-added library management tools to assist libraries in providing services to their students and to help them keep pace with changing technologies.

SUNLINK

The Library Media Services unit within the Florida Department of Education is responsible for collaborating with all stakeholders to assist schools in delivering library media programs. The goal of these services is to ensure students will become active and creative locators, evaluators, and users of information.

Each year, the Library Media Services unit receives state funding for the SUNLINK union database and for other related services. The Department of Education subsequently contracts with the University of Central Florida's College of Education for the administration and support of the SUNLINK union catalog and other important SUNLINK services. The SUNLINK project consists of four distinct elements:

- The K-12 statewide union database that is accessible by all 67 school districts;

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- The SUNLINK Web site that contains links and resources for students, parents, teachers, media specialists, and principals;
- Professional development and training for the 67 school districts; and
- Data collection and analysis.

Originally envisioned as a union catalog of materials held by the 67 school districts, SUNLINK has evolved to include a vast array of online and printed instructional materials to support educators in teaching information literacy skills and to promote reading skills. The current services provided by SUNLINK include the following:

- Ability for users to access library materials. Users can search for materials by reading level, interest level, reading program, material type, or language attribute. Or, a user can have an “empty search” (i.e., no search word, title, or author) to see all holdings at a desired level for a particular limiter.
- Access to Annenberg streaming video records (linked to an Annenberg server).
- Links to Florida Memory image records (linked to a Florida Memory server).
- Links to Department of Education-funded projects that are indexed.
- Records provided for curriculum-related Web sites.
- Access to book covers.
- Statistics on the age and value of collection data by school, by district, and for the overall State of Florida.
- Links to publications in state professional journals and e-Journals.

In addition to the services provided by SUNLINK, all K-12 libraries in Florida have access to the Florida Electronic Library eResources, enabling K-12 students to access a significant core set of electronic materials at no cost to their district.

Florida Electronic Library (FEL)

The Florida Electronic Library (FEL) is a statewide Web service coordinated by the Division of Library and Information Services of the Department of State. The FEL is funded through federal grant funds in support of resource-sharing goals of the Library Services and Technology Act (LSTA) and must follow a plan of service that is filed with the federal Institute of Museum and Library Services.

The FEL offers information for all age groups, including homework help for students and resources for teachers. The FEL is ultimately a gateway to select Internet resources that offers access for Florida’s 18 million citizens to comprehensive, accurate, and reliable information. Available resources include electronic magazines, newspapers, almanacs, encyclopedias, and books, providing information on topics such as current events, education, business, technology, and health issues.

The FEL supports:

- A Web-based portal providing statewide access to commercial online eResources;
- An online union catalog of the bibliographic records of libraries in the Florida Library Information Network (FLIN);
- Access to Florida library digital collections; and
- The Ask-A-Librarian service.

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FINDINGS

Almost five hundred pages of supporting documentation provide detailed information regarding library automation in the state. The following points summarize some of the most relevant facts:

Cooperative Relationships

- FCLA, CCLA, and the Division of Library and Information Services (DLIS) have strong cooperative relationships with each other.
 - The executive directors of FCLA, CCLA, and FEL serve on each other's advisory boards to ensure coordination of resources and services.
 - The advisory board of FCLA establishes priorities for FCLA projects and funding for the State University System. All universities are represented on FCLA's Advisory Board. All colleges are represented on CCLA's Advisory Board and provide input into the implementation and operation of the LINCC system. CCLA's, SUNLINK's and FEL's advisory bodies provide input and suggestions, but do not function as governing boards.
 - Officers from FCLA's and CCLA's boards meet annually as the Collaborative Ventures Steering Committee to plan and ensure implementation of cooperative ventures.
 - Efforts are underway to collaborate with Independent Colleges and Universities (ICUF) to broaden the potential for collaboration.

- To encourage sharing of resources, the DLIS partially funds, through the Florida Electronic Library's federal funds, courier services for interlibrary loan activities among public libraries, colleges, and state universities. FCLA pays the majority of SUS costs, and other participating libraries pay their pro-rata share. Before books can be delivered using the courier service, they must be located. Libraries use a variety of mechanisms to do this, the predominant ones being OCLC's WorldCat for most libraries and SUNLINK for public schools.

- FEL resources are available to public schools, and some public library collections are voluntarily coordinated to a degree with the schools, as some school systems often depend heavily on public libraries for basic books and articles on topics assigned in various classes.

Union Catalogs

- On-line union catalogs exist for each of the three education systems (FCLA, CCLA, and SUNLINK).
 - A union catalog is defined as "a catalog containing bibliographic records that indicate locations of materials in more than one library or in several units of one library."¹ A

¹ union catalog. (n.d.). *Dictionary.com Unabridged*. Retrieved November 08, 2009, from Dictionary.com website: http://dictionary.reference.com/browse/union_catalog

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union catalog lists the holdings in one or more libraries; because of contractual and fiscal limitations, it can not provide automatic access to all electronic books and databases listed in the catalog. In all of the systems' union catalogs, holdings may be searched by school/institution or by system.

→ Each system's union catalog reflects materials that assist its institutions in meeting their missions:

- ◆ SUNLINK's materials are age-appropriate and have been selected by school library media specialists;
- ◆ CCLA's materials have been selected by colleges to meet their curricular needs; and
- ◆ FCLA's materials have been selected by universities to meet their curricular needs, including those of research-intensive institutions, medical schools, and law schools.

→ Anyone, anywhere, may search the holdings in these union catalogs at any time via the Web, but the system catalogs must be searched individually, rather than simultaneously.

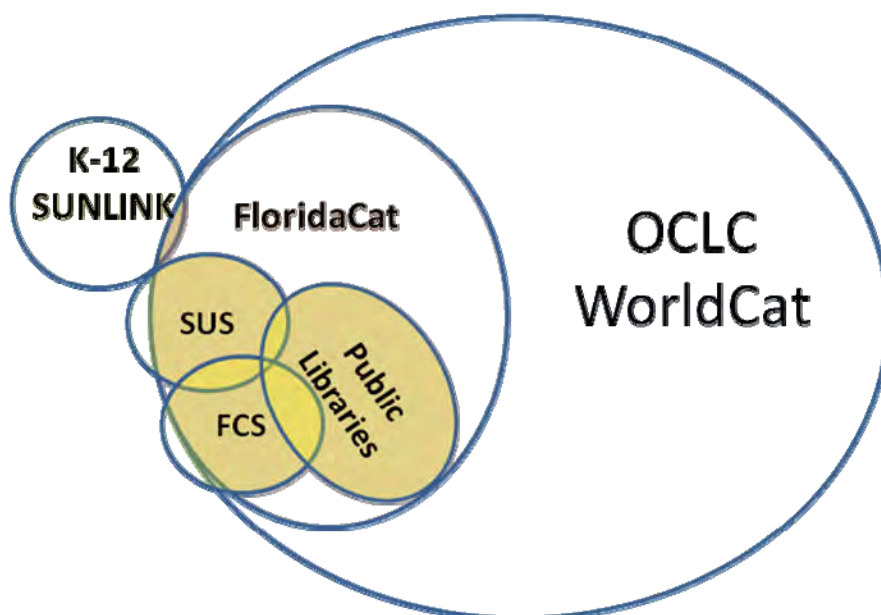
- The DLIS Florida Electronic Library is a tool for residents of Florida to gain access to an online catalog of world-wide library holdings (OCLC's WorldCat), FloridaCat (a subset of WorldCat), the statewide FEL licensed database content, and other services such as *Ask a Librarian*.
- WorldCat, the World Wide union catalog offered through OCLC, reflects most of the holdings from Florida universities, Florida's colleges, and public libraries.
 - To have holdings reflected in WorldCat, a library must either catalog the records in OCLC or provide the electronic records to be uploaded into OCLC periodically. Fees must be paid to OCLC for either approach.
 - Most public schools purchase bibliographic records through the vendors that provide their books; the cost of obtaining these records is lower than the cost of cataloging through OCLC.
 - With state funds, SUNLINK pays for uploading K-12 bibliographic records into its union catalog. With local funds, public school districts or, if applicable, affiliated multi-type library cooperatives, may pay for uploading their bibliographic records into OCLC or for cataloging in OCLC.
 - A recent analysis by OCLC showed holdings for 320 (out of 2,742) public schools, but only the Polk and Pasco county school districts had significant numbers – approximately 200,000 each. Five others had over 1,000 while the remainder averaged less than 200. The majority of these holdings seem to have been the result of the same batch loading by their respective multi-type library cooperatives. This practice does not seem to be universal to all school libraries.

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- Florida colleges currently catalog their items using CCLA's functionality, because it, too, is less expensive for the college than ongoing cataloging through OCLC. The holdings in OCLC may not reflect the most current inventory of the colleges.
- Most public libraries use FloridaCat, a subset of WorldCat which contains holdings of all Florida libraries whose holdings are reflected in WorldCat. Very few holdings of public schools are found in FloridaCat, but most university and many college holdings are in it. Usage of FloridaCat has been low, as described in the report submitted by the Technical Support Workgroup to the Joint Library Planning Committee.

Florida Library Holdings in OCLC WorldCat



Electronic Resources

- FCLA, CCLA, and FEL provide access to numerous electronic resources, such as books, journals, and reference materials, to their constituents.
 - FEL licenses eResources for all three public education systems and all other residents of Florida through their local public libraries.
 - University faculty, staff, and enrolled students have on-line access to electronic resources funded by FCLA and FEL, and college faculty, staff, and enrolled students have on-line access to electronic resources funded by CCLA and FEL.

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- PreK-12 faculty, staff and enrolled students have on-line access to electronic resources funded by FEL.
- Residents of Florida who have public library cards have on-line access to electronic resources funded by FEL.
- Individual universities, colleges, Pre-K-12 schools and public libraries frequently fund additional electronic resources that are needed to fulfill specific curricular or community needs.

- “Walk-ins” – people who are not faculty, staff, or students of an institution – may be given access to electronic resources at a postsecondary institution from its library, depending on the institution’s policies on public use of personal computers and contractual language with the eResource vendor. FCLA’s and CCLA’s contracts for eResources include a clause allowing walk-ins, but some institutions do not allow walk-ins to have computer access for any reason on any place on campus, for security purposes.

- In addition to the electronic resources provided by FEL that are available to all high school students, some high school students have on-line access to postsecondary electronic resources.
 - Dual-enrolled high school students have on-line access to the electronic resources through the higher education institutions in which they are enrolled.
 - Other high school students, such as those in International Baccalaureate programs and Advanced Placement Programs, do not have on-line access to postsecondary electronic resources, but may be able to obtain access as a “walk-in” at a postsecondary institution, if the institution allows such access.

- The majority of library electronic resources are made available via contract licensing, which is, in essence, annual “rent.”
 - The pricing models are based on (a) who will have access to the materials; (b) how they will get that access and from where; and (c) how many users are involved.
 - Many education contracts for eResources are negotiated using an FTE model. More funds are needed any time access is expanded to additional FTE.

- FCLA, CCLA, and FEL license electronic resources
 - FEL licenses access to 32 eResources that are available to all three educational delivery systems.
 - FCLA licenses access to 184 electronic resources in addition to those provided by the FEL; 78% are citation indexes/abstracts databases (not full-text).
 - ◆ University students performed 17 million searches in electronic resources licensed by FCLA and more than 20 million searches in eResources funded by the university

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- libraries. Searches in eResources provided by the FEL are not included in the 37 million searches noted.
- CCLA licenses access to 66 state-funded eResources in addition to those provided by the Florida Electronic Library.
 - ◆ College students performed nearly 10 million searches in state and federally funded eResources and an additional 1.6 million searches in a limited number of institutionally provided eResources.
 - FCLA and CCLA do not duplicate eResources purchased by FEL. There is a 15% overlap in eResources provided by both FCLA and CCLA; however, each pays their pro-rata FTE costs, and collaborative efforts are underway to jointly negotiate contracts where cost effective. FCLA, CCLA and DLIS all have the ability to negotiate eResource contracts on behalf of others. Contractual concerns and their solutions have included the following:
 - The concern about liability of the contracting institution on behalf of other institutions can be addressed by a *Limitation of Liability* clause that may be used in multi-institution contracts.
 - *Early Termination due to Insufficient Budgetary Allotment* clauses may be employed to allow one institution to pull out of a contract due to severe budget constraints without causing a collapse of the entire contractual agreement.
 - *Consortium Benefit Amendments* may be constructed that would allow institutions from any system to join a contract mid-term and to determine levels of discounts or other considerations based upon extended participation.

Library Management Systems

- There is no system-wide library management system in the public school environment, but each of the 67 school districts locally fund district and/or individual school-level library management systems.
- There is no system-wide library management system for public libraries, but they use local (county and city) funds to purchase and maintain their own library management systems.
- FCLA and CCLA provide software and services to support behind-the-scenes library management functions: ordering, receiving, accounting, cataloging, circulation, and student identity management.
 - Both FCLA and CCLA use the same software, Aleph, for their library management systems, but it is nearing end-of-life and decisions relating to its replacement will need to be made in the next few years, leading to implementation of a new system by sometime around 2015. Ex Libris' version of replacement software is under development now. Because of the size and complexity of the library-related data, converting to Aleph

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initially was a multi-year effort; upgrading to any new system will also be a multi-year effort.

- ◆ Although both FCLA and CCLA use Aleph, the two systems were configured differently - FCLA at the direction of its constituent libraries and CCLA by original funding proviso in 1989 directing a “highly centralized turnkey system.”
 - ◆ Recently, university libraries have formulated a planning effort to change their Aleph architecture to be more like the college architecture, but the plan, if approved by the FCLA Advisory Board, will take at least two years to implement.
- Students in joint-use facilities currently cannot access FCLA’s and CCLA’s systems simultaneously.
- In 2008, the Collaborative Ventures Steering Committee, which consists of officers of both FCLA and CCLA Advisory Boards and their executive directors, directed both staffs to identify the best approach to address library management system interoperability issues at joint use libraries where universities and colleges share the same library on the same college campus. The draft project plan has been submitted to and approved by both advisory boards. Implementation will begin early 2010.

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OPTIONS AND RECOMMENDATIONS

Each of the four issues listed in proviso was comprehensively researched and extensively discussed through numerous public meetings and stakeholder input. Proposed outcomes, challenges, and options were formulated to address each issue. In the Technical Workgroup's Report to the Committee, the following information can be found for each of the proposed options: description, estimated cost, short- and long-term impact on users, timelines, and advantages/disadvantages. In this report, for the sake of brevity, that information is included only for the recommended options. The reader is encouraged to refer to the Workgroup's report for detailed information related to the other options.

ISSUE 1

Establishing an on-line union catalog that is capable of searching the combined library holdings of the public K-12 schools, the public postsecondary education institutions, and the public libraries. The union catalog shall:

- (a) include holdings that comply with nationally accepted cataloging standards for the representation and communication of bibliographic and related information in machine-readable form;**
 - (b) allow users to search for holdings by school district, public postsecondary education institution, public library, region, and statewide; and**
 - (c) include an Internet-based analytic tool that collects and analyzes user and inter-library loan request data.**
-

PROPOSED OUTCOME

All students and residents of the State of Florida would be able to easily locate library resources whenever and wherever needed.

CHALLENGES

A single online union catalog encompassing all Florida library resources does not currently exist. Users cannot currently locate all Florida library holdings since all holdings for Florida libraries are not in the default international union catalog, WorldCat.

Local governance issues complicate funding and the ability to have a statewide unified approach.

Incentives to encourage autonomous governmental entities (municipalities, counties, and school districts) to voluntarily collaborate in an effort that is not essential to their core mission of serving their local users currently do not exist.

A large-scale union catalog system that will allow users to search for holdings by school district, public postsecondary education institution, public library, region, and statewide, is not currently available in the marketplace.

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An Internet-based analytic tool that collects and analyzes user and inter-library loan request data is not currently available in the marketplace.

OPTIONS TO ADDRESS ISSUE 1

Option 1: Create a Virtual Florida Union Catalog by linking the existing union catalogs in Florida.

Option 2: Use WorldCat as the Florida Union Catalog by loading K-12 records:

Option 2A: Maintain a limited SUNLINK functionality, and download records into WorldCat.

Option 2B: Maintain all current SUNLINK functionality, and download records into WorldCat.

Option 2C: WorldCat only (state purchase) – SUNLINK ceases to exist; coordinating group required to work with K-12 school districts and OCLC.

Option 2D: WorldCat only (district purchase) – SUNLINK ceases to exist; coordinating group required to work with K-12 school districts and OCLC.

Option 3: Establish a statewide approach and process for contracting for a union catalog, cataloging utilities, resource sharing (ILL), and a Web-based analytical tool that will include all libraries in the state.

Option 4: Continue SUNLINK as the K-12 union catalog at the current level of service and continue to maintain FloridaCat (within OCLC WorldCat) for universities, colleges, and public libraries

RECOMMENDATION TO ADDRESS ISSUE 1

The recommended approach to establish Florida union catalogs is Option 2a:

Description/Rationale

- University, college, and public library holdings are already found in OCLC's union catalog, WorldCat, and can be searched by anyone at any time.
- A recent analysis by OCLC showed holdings for 320 (out of 2,742) public schools, but only the Polk and Pasco county school districts had significant numbers – approximately 200,000 each. Five others had over 1,000 while the remainder averaged less than 200. The majority of these holdings seem to have been the result of the same batch loading by their respective

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multi-type library cooperatives. This practice does not seem to be universal to all school libraries.

- Library use generated from the union catalog approach is a useful, but secondary, tool that currently accounts for 0.3% to 3.3% of library uses, differing across library sectors currently participating in WorldCat.² Considering the relatively low usage, expanding that infrastructure by adding public schools' holdings may not provide benefits equal to the costs involved.

Estimated Cost

SUNLINK's current budget is \$639,288 (\$601,683 from General Revenue and \$37,605 from Stabilization Funds). To implement the recommended option, an additional \$60,712 would be needed in FY 2010-11.

Short-term and long-term impact on users

Users would continue having access to services currently provided. The SUNLINK's Advisory Board would need to work with SUNLINK to align services with the budget, as needed.

Timelines

Service would be continuous.

Advantages and disadvantages (includes barriers to implementation)

This option allows for continued service and meets most elements specified in proviso. Meeting all elements of proviso would result in costs outweighing benefits, as well as needs of consumers not being met.

ISSUE 2:

Establishing a process for SUNLINK, FCLA, CCLA, and FEL to jointly negotiate the statewide licensing of electronic resources to reduce the overall cost of such resources.

PROPOSED OUTCOME

All students and residents of the State of Florida would have ready access to sufficient and appropriate eResources in their educational institutions, public libraries, workplaces, and homes, whenever and wherever needed, in the most cost-effective manner possible.

CHALLENGES

Specific state funds have not been provided for licensing of eResources for K-12 and public libraries.

² See Technical Workgroup's report.

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There is no remote access to licensed higher education eResources for high school students, other than those provided through the federally-funded FEL.

Some schools, school districts, municipalities, and counties have acquired eResources; however, other schools, school districts, municipalities, and counties have not.

Although there is some state funding for higher education eResources, some universities and colleges have limited or no institutional funding to expend for eResources.

There is no designated counterpart to FCLA and CCLA at the state level to aggregate the needs and leverage the expenditures of public libraries or public schools in negotiating licenses for eResources.

Although FCLA and CCLA have well-established collaborative processes for selecting and negotiating eResources, there is no funding, process, or staff for participation by public and Pre-K-12 libraries.

There is a need to expand cross-sector access to eResources.

Cost-savings opportunities are currently lost where there are no coordinated eResource negotiations and collaboration.

OPTIONS TO ADDRESS ISSUE 2

Option 1: Establish a statewide eResources purchasing consortium with representatives from FCLA, CCLA, the Division of Library and Information Services (DLIS), K-12, and public libraries. Consortium would develop plans and processes for leveraging funds for licensing eResources and seek new models to expand cross-sector access.

Option 2: Build upon current state of collaboration and pursue joint licensing opportunities for appropriate content.

RECOMMENDATION TO ADDRESS ISSUE 2

Option 1 is recommended.

Description/Rationale

An analysis of the overall low percentage of eResource commonality in existing subscriptions among SUS, FCS and Independent Colleges and Universities of Florida (ICUF) is included in the Technical Support Workgroup's report. This analysis suggests that the commonality would drop lower when public library and K-12 needs are factored into the mix. Within and across each system, however, opportunities may yet exist to identify and fill unmet needs via collaborative efforts. Some aggregator databases, for example, have differing levels of access to full-text article content, and an institution pays accordingly. The decision to subscribe to a

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lower-access level product is almost always based upon affordability. It may be beneficial to license statewide the highest level product, where volume participation and the spread of visibility may appear attractive to vendors. Additional funding would still be needed, however. Although costs for individual libraries already subscribing to the premium version may be reduced, lower-level subscribers would likely face increased fees, and new subscribers would need to be brought in to make the deal attractive and worth pursuing by the vendor.

Another avenue to explore in identifying unmet needs is to expand on and define a set of “core” resources that would be useful statewide. Resources subscribed to by a certain percentage of institutions and or libraries likely indicate that these would be useful to a broad constituency and thus constitute core content. If centralized funding could be secured to provide this core content, much of the unmet need might be eliminated.

New products that meet curricular needs may also be good candidates for collaborative efforts. Shared eBooks present another area where the systems may be able to collaborate and realize cost savings. Although the bulk of this report focuses on savings at the subscription level, eBooks are often one-time purchases (much like print books). eBook titles or sets could be purchased from vendors and access shared across the state via specialized contract provisions and appropriate payment. The biggest obstacle to group eBook purchasing is varying library policies and practices of collection development. As programs and curriculum vary widely, some systematic approach to eBook purchasing—for example, focusing on common reference titles—would have to be in place for success.

Recently, interest from segments within the K-12 community suggests that there may be unmet need for more academic eResources like those that the SUS and FCS currently license either locally or on the statewide level. Students in IB and AP programs, for example, may need access to certain higher level eResources than those currently available through the public school system. Likewise, colleges establishing new four- year programs within the FCS may need certain higher level resources than those required by traditional associate’s degree granting institutions. Moving beyond the local institution creates “cross-sector” access issues.

To approach the cross-sector access issue, one possibility is to negotiate new models that allow access for specific segments (“segmentation”) of a certain population. For example, a college may be able to contract access for a subset of high school AP users to a particular eResource that may be useful for students at the AP level. Likewise, a university may be able to contract access for a subset of college or high school students in particular programs, for example health sciences or business.

This approach has not been widely supported by the vendor or licensing community to date; however, it may have some potential to fulfill specific unmet needs. Cross-sector access could conflict with established licensing and institutional policies. For example, early on in eResource licensing practice, some university business, law, and medical libraries sometimes licensed content for students enrolled in those degree programs only. This practice was viewed by some people as disenfranchising other tuition-paying students not enrolled in those programs, but who needed access to those resources. For this reason, “segmentation” based licensing is no longer common practice. Cross-sector access, as mentioned above, is actually several steps beyond the model just discussed. With negotiated cross-sector access, selected students at one institution would be given access to eResources at another institution in which they are not enrolled. This

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model requires significant study and exploration that is beyond the time and resources available for this report.

The process for any eResource licensing and implementation still involves several basic concepts. Pricing models are based on (a) who will have access to these materials, (b) how they will get access and from where, and (c) how many users are involved. Furthermore, the technical aspects of authenticating sub segments of a user population to a subset of eResources, while technologically possible, involves significant ongoing student data file transfers, complex identity management activities, and formal legal arrangements with all involved parties. There will be added cost to expand access to any existing or new eResource contracts.

To implement Option 1 as recommended, FCLA, CCLA, and the DLIS would continue to centrally license eResources for their constituents, and staff positions would need to be established to perform central licensing on behalf of PreK-12 and public libraries. These groups would come together to form a statewide purchasing consortium that would develop plans and processes for leveraging funds for licensing and brokering eResources in the state of Florida. Consideration should be given to adding the Independent Colleges and Universities of Florida (ICUF) to the consortium in order to maximize purchasing power across the state.

Estimated Cost

The consortium can function within current resources.

Short-term and long-term impact on users

Long term impact to users will be more obvious than short term as initial infrastructure and collection development mechanisms must first be put into place. The scope of this licensing effort must also be clearly defined in order to realize the short or long term impact; however, there is potential to achieve a high level of resource impact throughout the state. In the long term, users will have access to a broader selection of eResources.

Timelines

Once the scope is defined and funding and personnel are designated, selection and licensing efforts can begin immediately. A timeframe for licensing (fiscal or calendar) must be established, and depending on existing contracts, it could take 12 to 18 months after startup to have all license agreements on the same schedule.

Advantages and disadvantages (includes barriers to implementation)

The advantages include centralizing negotiation and other efforts involved in eResource licensing throughout the state. Expanding eResource access to appropriate resources for an increased number of users would be a great advantage for the State of Florida. Some of the barriers to implementation would include funding at the level necessary to support an all inclusive effort. If funds are not at a certain level, then issues of collection development across the systems will be more pronounced. Currently, however, there is very little commonality in the types of resources licensed on behalf of the disparate entities. In order to support local efforts and/or curriculum, individual universities, colleges, schools, and public libraries will continue to license eResources at the local level. If they are not satisfied with the products licensed centrally, then increased spending could take place locally. It is also vital that the proposed

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purchasing consortium, a decision-making body that can speak for the various systems, is put into place with the tools necessary to select suitable eResources. Otherwise, this effort will be jeopardized.

ISSUE 3:

Consolidating automated, on-line library services and systems, to include associated infrastructure, when such consolidation can maximize efficiencies, reduce costs, and increase collaboration.

PROPOSED OUTCOMES

Information seekers in Florida would be able to easily locate and use on-line library services and systems to get the information they need. Libraries would be working collaboratively in order to make the most efficient and effective use of resources of the funding entities (municipalities, counties, school districts, institutions of higher education and the State of Florida).

CHALLENGES

There are no incentives to encourage autonomous governmental entities (municipalities, counties and school districts) to voluntarily collaborate in regional or statewide approaches to library management systems, digital collections, discovery tools, or digital preservation.

There may be additional opportunities for collaboration that might result in cost savings among the current state-level systems.

Potential cost-saving opportunities are currently lost due to the absence of regional and statewide collaborative activity among schools, school districts, municipalities and counties that have an installed base of disparate vendors and products in the library management system environment.

Local governance issues complicate funding, and the ability to have a statewide unified approach.

Library Management Systems (LMS) products are designed for specific library types. No single tool has been identified that meets the needs of all types of libraries.

OPTIONS – LMS

Option 1 Establish incentives that promote voluntary consolidation of library management systems of K-12 and public libraries in Florida.

Option 2: Consolidate/co-locate FCLA and CCLA library management system hardware and software.

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Option 3: Establish a statewide strategic planning effort to effectively prepare for the next generation Library Management Systems appearing during the next five years.

OPTIONS – DIGITAL COLLECTIONS

Option: Establish a statewide strategic planning effort to enable local libraries and cultural heritage organizations to digitize and offer access to local content.

OPTIONS – DISCOVERY TOOLS

Option 1: Establish a discovery tool project in the K-12 and public libraries (beyond the eight that already have one).

Option 2: Create comprehensive higher education discovery tools by loading CCLA resources into the FCLA instance of Endeca/MANGO and/or loading the FCLA resources into the CCLA instance of PRIMO/LINCCWeb 2.0.

Option 3: Establish a statewide strategic planning effort for a unified approach for the adoption and use of discovery tools and emerging library technologies.

OPTIONS – DIGITAL PRESERVATION

Option: Establish a statewide strategic planning effort for a unified approach to digital preservation.

RECOMMENDATION TO ADDRESS ISSUE 3

The recommendation is for the Legislature to (1) formally charge a cross-sector group to determine a vision and develop a strategic plan for the future of libraries and (2) provide funding for a consultant to hold focus sessions, survey ongoing developments, and make recommendations for consideration by the cross-sector group. Recommendations should be made to the Legislature, Governor's Office, Board of Governors, and State Board of Education. At a minimum, the group should include academic leaders, library directors, general counsels, and chief information officers from each system, as well as staff from the Division of Library and Information Services and purchasing experts from the Department of Management Services.

Description/Rationale

Technology and software changes are underway nationally that will drastically impact the future of library automation activities in certain areas, but whose development currently is not far enough along for decisions to be made regarding the direction in which the state, and its component systems, should go. It is clear that the time is right for Florida libraries to work together to assess their needs and plan new ways to cooperate in the process of acquiring new systems, services, and software. The following components should be among those considered by the group: eResources, LMS, Digital Collections, Discovery Tools, and Preservation.

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Until recently, library automation as a field primarily consisted of operating a Library Management System (LMS) software package for a single institutional library or, in a select few cases, operating an LMS for some level of group (ranging from two cooperating libraries to an entire state-level activity, such as FCLA or CCLA). Now online library services and systems have grown into five major components. The five major components and their definitions are as follows:

1. **eResources** – The services and systems that are involved with owned or licensed electronic content.
2. **Library Management Systems (LMS)** – A library management system provides the technology to operate “back office” library functionality for acquiring materials, managing library materials’ expenditures, entering description and location information about library materials as they are placed in the library collection, and managing the “checking-in and out” inventory and use-management function of the library. Additionally, the “online catalog” user-access function has traditionally been a “module” within integrated library software packages; however, the emerging role of Web-based products and “discovery tools” is diminishing this aspect. It should be noted that discovery tools, union catalogs, and federated search technology all still utilize the local library management system as their primary source of original data.
3. **Digital Collections** – The services and systems that are involved in the creation, classification, storage, maintenance, locating online, and display of digital content under the ownership or administration of the library.
4. **Discovery Tools** – Emerging Web-based tools that emphasize the user “experience”. In addition to improvements for the way the user interacts with search results, these tools include more types of materials for discovery since they are built on combinations of the extracted records from an LMS and harvested data from other sources. These are very new and still somewhat experimental technologies that are built around a free-standing XML repository.
5. **Preservation** – The heritage activity of printed material preservation (chemically treating paper, insuring protection for fragile original sources, etc.) has now mushroomed into the digital world with the geometrically expanding need to preserve “born digital” resources as well as various digital and electronic format material owned or administered by the library (and others as the need is realized on a broader scale).

It is critically important to note that FCLA’s and CCLA’s Ex Libris’ Aleph software is nearing end-of-life; both entities face replacing the Aleph software platform in approximately 2015 (only a little more than five years from now).

It must be emphasized that library cataloging will be undergoing major changes as well. The current rules and guidelines for creating catalog records will be replaced by an internationally developed standard that is designed for the digital world, Resource Description and Analysis (RDA) (<http://www.rdaonline.org>). Implementation requires changes to the underlying MARC record (<http://www.loc.gov/marc/formchanges-RDA.html>) and library systems, as well as retraining of library staff.

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Several new library management systems are in development around the world. Some of these new systems are being developed by commercial LMS vendors as next generation proprietary systems designed to replace their current generation propriety systems. At least three open source LMSs are in development or early stages of operation. A product called Evergreen is having success with public libraries. One called Koha is steadily adding features and increasing its install base with small academic libraries. Duke University, with the aid of Mellon grants, is undertaking an ambitious project to develop a new LMS for large academic libraries. The Florida universities and colleges are following the Duke project very closely, and several SUS libraries are participating in the development and eventual testing of the Duke system. It is yet to be determined which of these systems, open or proprietary, will be most suitable for Florida libraries in the future.

Several new tools and software systems pertinent to digital content are in development around the world. Some of these new systems are being developed by commercial vendors as next generation proprietary systems designed to replace their current generation propriety systems. Several new open-source options are in operation and being steadily improved.

New and innovative technologies are changing the face of user access to the data that is generated by, and held within, legacy library management systems. It should be noted that there are emerging discovery tool options from a limited number of eResource vendors; all these options require the library to extract the library holdings from their local library management system and transfer them to the eResource vendor's remote server. The local library LMS still must be maintained, and there is a significant disconnection from the print library management tools and the eResource vendor that then combines the records from the local library with that vendor's eResource records. The approach has not been attempted for any large-scale multi-institution endeavor.

Digital preservation is a relatively new field dedicated to ensuring the long-term survival and usability of digital content (in this case, "digital" refers to all computer files, whether locally created or commercially licensed).

It is yet to be determined which of these systems, open or proprietary, will evolve to become the most suitable for Florida libraries in the future. While these systems are unfolding, the time is right for Florida libraries to work together to assess their needs and plan new ways to cooperate in the process of acquiring one or more new systems in the most cost-effective manner.

Estimated cost

The cost is estimated to be \$225,000, with \$205,000 for a consultant, \$10,000 for data gathering and \$10,000 for focus group meetings and meetings to discuss the final report.

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Short-term and long-term impact on users

There will be an increase in confidence that cooperative strategic planning will result in funds being spent efficiently and effectively.

Timelines

It will take the cross-sector group a full year to complete the study.

Advantages and disadvantages (includes barriers to implementation)

The advantages of undertaking the study are the engagement of all types of libraries in discussing and planning for the future.

Another advantage may be the discovery of an LMS suitable for sharing by PreK-12 schools or one suitable for sharing by public libraries.

Expanding eResource access to appropriate resources for an increased number of users would be a great advantage for the State of Florida.

The only disadvantages are the time required to participate and the cost to conduct the study.

ISSUE 4

Establishing a statewide approach and process for

(a) contracting with library cataloging utilities and other providers of library services; and

(b) securing statewide membership in library organizations and regional library affiliates.

PROPOSED OUTCOME

Libraries will be able to a) acquire cataloging and other library services at the lowest possible cost, and b) participate in state, regional and national library organizations at the lowest possible price.

CHALLENGES

Florida is not currently taking full advantage of new contractual options in the library marketplace.

Some libraries and their librarians that qualify for membership in library membership organizations are unable to participate due to the cost.

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OPTIONS TO ADDRESS ISSUE 4A

Option: Designate the Department of Management Services to pursue efforts in contracting with library cataloging utilities and other providers of library services.

OPTIONS TO ADDRESS ISSUE 4B

Option: Designate the Department of Management Services to continue to completion the activity begun in exploring statewide membership in library-related membership organizations.

RECOMMENDATION TO ADDRESS ISSUE 4

It is recommended to the Department of Management Services (DMS) that the current state term library materials contract be expanded to include services from library cataloging utilities and other providers of library services and to continue activity begun in exploring statewide membership in library-related membership organizations.

Description/Rationale

Contracting with Library Cataloging Utilities and Other Providers: Beginning in 1985, the Division of Library and Information Services worked with the Florida Department of Education and the Department of Management Services State Purchasing to put in place a state term “Library Materials Contract” that any library in Florida can use to purchase library resources. The current version of this contract establishes standard terms and conditions for the purchase of library materials and services from 899 vendors offering discounts from 0 – 42% on a wide variety of library resources. Included in this contract is the ability to purchase cataloging records that accompany any library resource purchased from a vendor if available (many library vendors offer the service of “pre-processed” library materials that include a cataloging record when purchased). The primary users of this contract are public schools and public libraries. Currently there is no statewide contract with a library cataloging utility to provide cataloging records apart from records being bundled with the purchase of new library materials.

FCLA and CCLA negotiate contracts for electronic resources with a much larger list of vendors than are contained in the state-term contract. FCLA and CCLA also take advantage of the opportunity to license electronic resources through the benefits of membership in other library-related organizations (such as Lyasis, a regional library cooperative of over 4,000 member libraries in states from Louisiana to Maine) and direct negotiations with vendors on a large-scale. Further, there is currently a collaborative effort underway to develop a statewide contract for a primary academic book provider. Being led by staff from Florida State University, and focusing on the specialized academic library book market, this collaborative effort has been formally endorsed by the FCLA Board and the Executive Committee of the CCLA Advisory Board as a beneficial joint project to be developed and pursued during the coming year under the auspices

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of the FCLA/CCLA Collaborative Ventures Steering Committee. ICUF institutions have also expressed an interest in participating in this project.

There are also opportunities in the large-scale marketplace relating to the OCLC products and services. There are current challenges and opportunities in this area as OCLC is in the process of restructuring its relationship with both its member libraries and the legacy regional library service networks such as SoliNET (now LYRASIS as a result of the merger of SoliNET, PaliNET, and NeliNET). OCLC has established national pricing and is reorganizing its services and support structure as well. Noting the new OCLC relationship with the State of Illinois (see Exhibit 2, Item 2, in the supporting documentation), there may be additional opportunities for the State of Florida for an expanded contractual relationship with OCLC. However, a large-scale contracting effort such as this will need to begin with a defined source of revenue. It would be much easier to negotiate with a dedicated state-level funding source than with an approach that requires hundreds of local libraries to pool funds in a central location. Pooled fund efforts are certainly viable, but they require significant efforts to collect and administer funds from a large variety of sources. Currently, CCLA, FCLA, and the Division of Library and Information Services utilize OCLC products and services, while SUNLINK does not.

Exploring Statewide Memberships: The Technical Support Workgroup communicated the idea of statewide memberships to the directors of LYRASIS (formerly SoliNET), the American Library Association (ALA), the Florida Library Association (FLA), and the Florida Association for Media Education (FAME), asking for information about the possibility of statewide organizational membership for all publicly-funded college, university, public and school libraries. Lists of library names (both current members and non-members) for each group have also been shared with each organization. None of the organizations contacted for this study currently have anything like a statewide membership option, but several organizations said they would consider it if it were interpreted to mean a bulk annual purchase of many individual and possibly institutional memberships. The directors of these membership-based organizations have expressed exploratory interest in this concept, but note that due to the ground breaking effort proposed, considerable time and discussion will be required to carry out a full investigation of the implications and potential pricing of such an approach. This pushes a final resolution to this issue beyond the deadline for this study. As a result, and because this idea looks to be very promising, someone will need to continue the dialog with these library organizations until they have had time to consider what their offers will be.

There are a couple of issues that will have to be settled in the negotiations. One is to avoid a significant loss of voting power by Florida libraries if their combined votes in any membership-based organization were reduced to a single vote held at the state level membership. Further, many memberships also carry a journal subscription of organization publications as a benefit. Membership-based journal subscriptions and their delivery could become confused in a single state membership-based situation.

In the end, there is a strong possibility that individual or institutional memberships will be offered at a discount to current members if a certain quantity of memberships is reached. Once the associations have formulated their new membership policies, Florida libraries can evaluate the results and, if favorable, recommend a method for paying a single state invoice and obtaining reimbursement payments from the individuals and institutions that are included in the statewide bulk purchase.

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Estimated Cost

Sufficient resources at DMS will need to be dedicated to this effort.

Short-term and long-term impact on users

There is no short-term impact because it will take some time to negotiate contracts with library cataloging utilities and other providers of library services and to explore statewide membership in library-related membership organizations.

The long-term impact may be to lower the annual membership dues for every member who participates, increase Florida membership in various associations since the lower dues will make membership more affordable, and, if funding is available, have a statewide contract with cataloging utilities.

Timelines

In response to the Technical Support Workgroup's survey, one organization responded that it could take their board up to a year to formulate a policy. Other organizations may respond during the next 12 months. As organizations do respond, their offers will be evaluated for cost savings and appropriate action will be taken to communicate with Florida libraries about the results.

Advantages and disadvantages (includes barriers to implementation)

Advantages:

- Groundwork has already begun.
- Contacts have already been established.
- Experienced staff and management have the ability to negotiate a new agreement.
- Potential cost savings for existing members in organizations

Disadvantages:

- Additional memberships may be required to reach a higher threshold for a discount.
- Logistics of handling payments and cost recovery if central funds are not provided
- This task places additional burden on the DMS. Due to the short timeframe for the submission of this report, DMS has not reviewed this recommendation.

CONCLUSION

The Committee, in Phase I of this study, laid the groundwork for developing a vision and strategic plan for library automation services and technology for the future. It documented the current state of library automation in each sector – public libraries, public schools, colleges, and state universities – describing successes and limitations, and making initial recommendations for improvements and further research. It recognized that technology and software changes are underway nationally that will drastically impact the future of library automation activities in certain areas, but whose development currently is not far enough along for decisions to be made regarding the direction in which the state, and its component systems, should go.

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It is strongly recommended that further research and planning be conducted in Phase II before decisions are made regarding consolidations of on-line library systems or services to ensure that funds will be invested in the most cost-efficient manner possible.