Welcome!

Lively Lunch Discussion

3 Brief Presentations

- Determining value through collection assessment
- Critical librarianship & new resource selection
- Managing accessibility with business resources

Facilitated Discussion

Photo Source: http://pxhere.com/en/photo/1450327
SPEAKERS

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Determining Value through Collection Assessment

Katharine V. Macy
6%
Projected annual increase for journal content
(Library Journal 2018)

3%
5-YR CAGR of Collection Budgets, a significant gap!
(Association of Research Libraries 2011-2016)

52.7%
Portion of library budget spent on electronic materials at academic institutions.
(Almanac 2018)
Today’s Goal

Photo Source: https://flic.kr/p/rnZjv6
# Managing business collections

<table>
<thead>
<tr>
<th>I want to...</th>
<th>In order to...</th>
<th>I don’t want to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value resources in context of</td>
<td>Fill gaps</td>
<td>Purchase duplicate content</td>
</tr>
<tr>
<td>- Library’s collection</td>
<td>Cancel unused resources</td>
<td>Cancel resources that are used</td>
</tr>
<tr>
<td>- User needs</td>
<td>Plan upfront and honest conversations with vendors</td>
<td>Make rushed decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Buy resources as a one-off</td>
</tr>
</tbody>
</table>
User Needs

Stakeholder analysis of Faculty & Students
## Key Metrics

### Price History
Determine the average price increase over a 3 and 5 year interval. (Note 5 years requires 6 years of data to calculate average 5 year increase)

### $/Use
Attempts to create a quantitative value. However, on its own using this metric can be problematic. Another possible metric $/Citation.

### Content Coverage
Map content, look for areas of duplication with competitive resources (including similar content), unique content.

### Use
Measure how often the source was clicked, downloaded, read. Varies widely depending on the type of resource.

### Core Resource
Is the resource critical for a teaching or research activity for the business school? Are there other options available that could replace that resource if budgets become an issue?

### Portion of spend
Using the most recent price to determine what portion a resource contributes to a budget at the collection level (business) or library level. Helpful for setting priorities.
SETTING PRIORITIES

Only so much time in the day
Priorities for making changes

**Existing Resources**
- Apply the Pareto Principle (80/20 rule) looking at use and/or cost.
- Set thresholds for review on different metrics.
  - Example: Over 5% average annual increase over 3-5 years

**New Resources**
- Gap analysis of collection to determine options for trial
- Coordinate for feedback from key stakeholders during trial
- Communicate expectations clearly with stakeholders especially faculty
  - Beloved resource from trial may not provide the most value.
Setting Negotiation Priorities - Collection Analysis - TEMPLATE

Directions:
1) Update Price History Dates as appropriate, column K should be most recent year. (Cells K12: P12)
2) Enter Electronic Resources into spreadsheet in descending order of price from most recent year.
3) Update the Average Price Increase Threshold (Cell B10). This will determine databases with increases above this point.
4) Flag for Negotiation Review will indicate which databases would have the largest impact to try to reneogotiate. (Column H)
5) Other factors to consider when planning negotiations: usage, cost/use, is it a core resource, are there substitutes available, and how unique is the resource.

Avg % Increase Threshold

4.9% 4.95%

<table>
<thead>
<tr>
<th>Title</th>
<th>5-YR Avg Inc/Dec</th>
<th>3-YR Avg Inc/Dec</th>
<th>% Spec</th>
<th>Cumulative Spend</th>
<th>Above Threshold Flag</th>
<th>80% Spend Flag</th>
<th>Flag for Negotiation Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Database A</td>
<td>3.8% 4.17%</td>
<td>22%</td>
<td></td>
<td>22%</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Database B</td>
<td>7.9% 8.73%</td>
<td>18%</td>
<td></td>
<td>40%</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Database C</td>
<td>7.5% 4.27%</td>
<td>15%</td>
<td></td>
<td>55%</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Database D</td>
<td>2.2% 1.75%</td>
<td>14%</td>
<td></td>
<td>69%</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Database E</td>
<td>6.4% 7.41%</td>
<td>11%</td>
<td></td>
<td>80%</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Database F</td>
<td>3.0% 5.04%</td>
<td>3%</td>
<td></td>
<td>85%</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Database G</td>
<td>2.3% 2.90%</td>
<td>3%</td>
<td></td>
<td>89%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Database H</td>
<td>5.6% 4.98%</td>
<td>3%</td>
<td></td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Database I</td>
<td>2.5% 4.17%</td>
<td>3%</td>
<td></td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Database J</td>
<td>6.1% 3.70%</td>
<td>2%</td>
<td></td>
<td>97%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Database K</td>
<td>2.5% 3.63%</td>
<td>1%</td>
<td></td>
<td>99%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serial A</td>
<td>6.7% 8.33%</td>
<td>1%</td>
<td></td>
<td>99%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serial B</td>
<td>4.0% 4.17%</td>
<td>1%</td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Price History</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>$31,500.00</td>
</tr>
<tr>
<td>$26,500.00</td>
</tr>
<tr>
<td>$22,500.00</td>
</tr>
<tr>
<td>$20,000.00</td>
</tr>
<tr>
<td>$16,500.00</td>
</tr>
<tr>
<td>$8,000.00</td>
</tr>
<tr>
<td>$5,500.00</td>
</tr>
<tr>
<td>$5,000.00</td>
</tr>
<tr>
<td>$4,500.00</td>
</tr>
<tr>
<td>$1,000.00</td>
</tr>
<tr>
<td>$900.00</td>
</tr>
</tbody>
</table>
A holistic review of the collection provides the context necessary for individual resource reviews.
Success!

This process has enable me to add and expand resources while maintaining a tight budget. This process enables goal setting for principled negotiations and supports decision making.
Critical Librarianship & New Resource Selection
Heather A. Howard
“Critlib is short for “critical librarianship,” a movement of library workers dedicated to bringing social justice principles into our work in libraries. We aim to engage in discussion about critical perspectives on library practice. Recognizing that we all work under regimes of white supremacy, capitalism, and a range of structural inequalities, how can our work as librarians intervene in and disrupt those systems?”

-critlib.org
Evaluating Resources

- How was the information acquired?
- Was anyone harmed in the information acquisition process?
- Was anyone left out of the data?
- Who owns the company? Are we contributing to harm with our dollars?
- Who will have access? Who won’t?
S&P, Moodys, & Fitch contributed to the 2007–8 financial crisis with inflated credit ratings for risky loans
### Household income

<table>
<thead>
<tr>
<th>Income Range</th>
<th>%</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $25,000</td>
<td>11.77%</td>
<td>235</td>
</tr>
<tr>
<td>$25,000 - $49,999</td>
<td>18.96%</td>
<td>379</td>
</tr>
<tr>
<td>$50,000 - $74,999</td>
<td>16.74%</td>
<td>335</td>
</tr>
<tr>
<td>$75,000 - $99,999</td>
<td>13.75%</td>
<td>275</td>
</tr>
<tr>
<td>$100,000 and over</td>
<td>38.79%</td>
<td>776</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>2,000</strong></td>
</tr>
</tbody>
</table>

### Sampling

*Online surveys*

Uses set quotas based on gender, age, household income, region, race, ethnicity, and parental status to ensure that survey samples are proportionally representative of the entire U.S. adult internet population.

Starting in July 2017, consumer research has been conducted using a device agnostic platform for online surveys (i.e., respondents can now take surveys from a smartphone in addition to a computer or tablet). This methodology change may result in data differences from previous years; any trending should be done with caution.

Specific quotas for a sample of 2,000 adults aged 18+ are shown below.

**Please note:** these quotas are only representative of a standard General Population survey sample of 2,000 internet users aged 18+. Sample size, targets, and quotas may vary per report. Please see the Report Appendix for further details.
Problematic Categories

A - Power Elite
- American Royalty
- Platinum Prosperity
- Kids and Cabernet
- Picture Perfect Families
- Couples with Clout
- Jet Set Urbanites

B - Flourishing Families
- Generational Soup
- Babies and Bliss
- Family Fun-Tastic
- Cosmopolitan Achievers

C - Booming with Confidence
- Aging of Aquarius
- Golf Carts and Gourmets
- Silver Sophisticates
- Boomers and Boomerangs
Problematic Categories

D – Suburban Style 🏘️
- Sports Utility Families
- Settled in Suburbia
- Cul-di-sac Diversity
- Suburban Attainment

E – Thriving Boomers 🌿
- Full Pockets, Empty Nests
- No Place Like Home
- Unspoiled Splendor

F – Promising Families 👩‍👩‍👦
- Fast Track Couples
- Families Matter Most
Problematic Categories

G – Young, City Solo
- Status Seeking Singles
- Urban Edge

H – Middle Class Melting Pot
- Progressive Potpourri
- Birkenstocks and Beemers
- Everyday Moderates
- Destination Recreation

I – Family Union
- Stockcars and State Parks
- Blue Collar Comfort
- Steadfast Conventionalists
- Balance and Harmony
Stockcars and State Parks

Definition:

Middle-class couples and families living in more remote rural communities.

Stockcars and State Parks contain mostly middle-class families and empty-nesters living in remote rural communities. The adults have turned high school diplomas and some college education into decent wages from a mix of service-sector, farm and blue-collar jobs. Their kids are mostly grown and out of the house, although a quarter of the households still have adult children at home. The houses, situated on substantial lots, are large enough to be a bargain at a less-than-average $185,000. Far from urban centers, the neighborhoods where this segment lives are safe enough; no one worries about crime or violence.
Problematic Categories

- Born in America
- Old and Rich Households
- Trailer Park City
- Unattached and Available
- Very Rich Asians
- Very Spanish
Managing Accessibility with Business Resources

Alyson Vaaler
Accessibility: How and Why

Section 508 Amendment: Rehabilitation Act of 1973

Mandates that all electronic and information technology developed, procured, maintained, or used by the federal government be accessible to people with disabilities.

Screen Readers
Screen Magnification Software
Text Readers
Speech Input Software
Alternative Input Device
Confirming Accessibility

• Contract Language
• VPATS
• Self Assessment
• User Testing
### VPAT

**Voluntary Product Accessibility Template**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Supporting Features</th>
<th>Remarks and Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1194.21 Software Applications and Operating Systems</td>
<td>Supported with exceptions</td>
<td>See specific exceptions noted below.</td>
</tr>
<tr>
<td>Section 1194.22 Web-based Internet Information and Applications</td>
<td>Supported with exceptions</td>
<td>See specific exceptions noted below.</td>
</tr>
<tr>
<td>Section 1194.23 Telecommunications Products</td>
<td>Not Applicable</td>
<td></td>
</tr>
<tr>
<td>Section 1194.24 Video and Multi-media Products</td>
<td>Not Applicable</td>
<td></td>
</tr>
<tr>
<td>Section 1194.25 Self-Contained, Closed Products</td>
<td>Not Applicable</td>
<td></td>
</tr>
<tr>
<td>Section 1194.26 Desktop and Portable Computers</td>
<td>Not Applicable</td>
<td></td>
</tr>
<tr>
<td>Section 1194.31 Functional Performance Criteria</td>
<td>Supported with exceptions</td>
<td>See specific exceptions noted below.</td>
</tr>
<tr>
<td>Section 1194.41 Information, Documentation and Support</td>
<td>Supported</td>
<td></td>
</tr>
</tbody>
</table>
### Section 1194.22 Web-based Internet information and applications

* Refer to [http://www.access-board.gov/sec508/guide/1194.22.htm](http://www.access-board.gov/sec508/guide/1194.22.htm) for details on the guidelines listed below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Supporting Features</th>
<th>Remarks and explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) A text equivalent for every non-text element shall be provided (e.g., via &quot;alt&quot;, &quot;longdesc&quot;, or in element content).</td>
<td>Images and non-text elements are included with ALT attribute for text equivalent. Partially Supported</td>
<td>A third party vendor has recently conducted an audit of the site and has determined that all images have the text equivalent for images with the exception of some of the help icons, the logo and the previous/next links. We will be working to correct these. No core functions are inhibited due to lack of ALT attributes in ancillary help links. We strive to ensure text equivalent provided and have performed an audit to identify any exceptions for remediation.</td>
</tr>
<tr>
<td>(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.</td>
<td>Not supported</td>
<td>Certain articles may have associated multimedia where videos are supplied without text equivalent. However, the multimedia material is provided as a supplement to the full-text available in PDF format and accessible to users who are deaf or hard of hearing. In addition, the eLearning modules do not currently have associated text equivalent transcripts. Some video is captioned. PDFs are not all screenreader accessible or keyboard navigable, but the HTML versions of documents are. For documents without an HTML version, we can provide a screenreader accessible versions upon request. The video player is not accessible.</td>
</tr>
<tr>
<td>(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from</td>
<td>Supported</td>
<td>User interface elements use a combination of unique design treatment and/or text for meaning so that the function is clear with or without color.</td>
</tr>
<tr>
<td>(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.</td>
<td>Supports</td>
<td>The YouTube videos have an associated transcription</td>
</tr>
<tr>
<td>(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.</td>
<td>Supports</td>
<td>Font size is also utilized to convey importance</td>
</tr>
<tr>
<td>(d) Documents shall be organized so they are readable without requiring an associated style sheet.</td>
<td>Supports with Exceptions</td>
<td>Most of the documents present the HTML in a readable manner, but there are areas for improvement</td>
</tr>
<tr>
<td>(e) Redundant text links shall be provided for each active region of a server-side image map.</td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>(f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.</td>
<td>Supports</td>
<td>The website makes use of a client-side image map</td>
</tr>
</tbody>
</table>
The Libraries homepage search box is not including most of the books we own. The problem is to search LibCat directly. We apologize.
Challenges

- Knowledge of accessibility software
- Once problems detected, interpretation necessary
- For business resources, no incentives to invest in accessibility
References


Presentation template by SlidesCarnival
Let’s Discuss!

What are you considering?
- Collection priorities?
- Sticking points for resources and/or vendor agreements?
- Librarians: what do you want vendors to know?
- Vendors: what do you want libraries to know?
- Presentation questions

Photo Source: Chris Battaglia https://flic.kr/p/GzRr2