

# **Central Reference Review October 2006**

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# EXECUTIVE SUMMARY

## Purpose

- To define the Library's role in Information Delivery
- To conduct a Central Reference Review/Needs Assessment
- To recommend service directions/priorities for Central Reference Services

## Methodology

The review consisted of an external scan of global information and reference service trends and an internal analysis of the transactions that occur at the Halifax Public Libraries' information desks.

The scan of global information trends consisted of a snapshot of the changing information landscape and its impact on information consumer behavior and expectations. The reference scan is an overview of current service delivery trends.

The internal scan reviewed both information questions and all other information activities that are handled at the information desks. The internal scan analyzed use trends, the nature of information questions, the average time it takes to answer questions, how questions are received, seasonal differences in information questions and e-branch questions. To determine whether there were any significant differences between SG-Reference Department and the branches, the Reference Department's activities were analyzed separately. For comparison purposes, other libraries' studies of information questions were also consulted.

## Highlights of Findings

### *Global Information Trends*

Libraries are not the first choice for information consumers. The majority of information consumers are self-sufficient, preferring the convenience of searching the web independently from their home, office or mobile device. For the most part they are satisfied with the results of their searches.

Although, search engines are the favorite place to start a search, the repertoire of information tools and resources is expanding rapidly. Web 2.0, social software, instant messaging and mobile technology allow information seekers to customize, share and obtain information when, where and how they want. Information consumers are increasingly comfortable with non-traditional information resources such as blogs, wikis, etc. The traditional container for content (book, journal, CD, etc.) is of less significance to information seekers than the content itself. As a result, there is a growing trend of “unbundling of content”<sup>1</sup> from traditional containers and a corresponding demand for micro-content for micro-payment<sup>2</sup> (Google Answers, Amazon, Napster).

### **Reference Trends**

In response to the global information trends, some libraries are integrating newer information tools and resources (blogs, wikis etc.) in the design of their service delivery models and also providing some content customization options to the user. There is also a trend toward less reactive, more proactive reference service. Library kiosks, “deskless” service models, virtual reference, roving, all attempt to meet the user at their point of need. Information Commons, a relatively new reference service model aims to seamlessly integrate a variety of technology, services and expertise from a common physical space.

While not specifically “Reference,” there are a number of broader library trends such as “Library as Place” and “Library 2.0,” which should be acknowledged in the planning and design of Central Reference Service.

### **Internal Scan**

The internal scan revealed that of all the transactions that occur at the information desk (both information questions and non-information questions), a minority of the Library’s transactions are reference questions in the traditional sense. This is not surprising given the global information trends outlined above. Many of the information desk activities and questions serve to access library services and resources; essentially information staff performs the role of navigator to collections, programs and technology. The majority of information questions are asked in person and are not time-intensive to answer. Although there was a modest increase in information questions for the time period reviewed, this is unlikely to continue given the trend of declining information questions throughout North America. The team’s findings are consistent with other library studies of information questions.

The findings for SG-Reference Department differ somewhat from the typical branch. The department answers a greater percentage of traditional reference questions, a

somewhat larger proportion take longer to answer and they receive more questions by telephone than the typical branch. This is due to a combination of factors, the influence of branch structure and its historic role as central reference service.

### **Conclusions & Recommendations**

Global trends indicate that the quality and quantity of information content, access, tools and resources will continue to proliferate. These certainties, together with the ever-growing confidence and self-sufficiency of the information consumer, compel libraries to reexamine their traditional role as information providers. Information services need to be rethought in broader terms and located in the larger context of lifelong learning.

The planning and design of a Central Reference Service should consider use trends (internal scan) as well as the rapid changes occurring in the global information market (external scan). The planning should incorporate flexibility as well as new service priorities, service delivery and staffing models. The planning should also consider what the Library can add in terms of value to the information seeking experience: professional expertise; the human touch; creating context; emphasizing and specializing in local information; and providing a comfortable physical space for learning and discovery.

The recommendations were developed within a framework of guiding principles: **Proactive Service; Seamless Service; Convenience; Exceptional Customer Service; Expert Assistance; Innovation; Continuous Learning; Community Development.** The guiding principles are based on a synthesis of trends and use patterns.

The first group of recommendations addresses service directions for the new Central Library. The second group is interim recommendations that build the foundation for the Central Library by cultivating the required skill sets and creating an environment for change, innovation and proactive customer service. Following are “highlights” of recommendations. The complete recommendations are at the end of the report.

## Highlights of Recommendations - Central Library

### ***Service Models***

- Welcome/General Customer Service Desk
- Information Commons
- Roving
- Tiered Service

### ***Staffing Models***

- Maintain High Proportion of Professionals
- Non-traditional Staffing Complement
- Redesign Professional Positions

### ***Service Priorities***

- Library as Learning Destination
- Focus on Technology/Web as Key Service Area
- Local History & Genealogy
- Small Business
- Strategic Outreach & Community Development

## Highlights of Interim Recommendations

### ***Staffing Models***

- Define competencies, skill sets required for Reference Department Manager (impending retirement)
- Refocus priorities of reference librarians
- Based on new priorities, define staff training needs.

### ***Service Models***

- Establish best practices for "Roving" by piloting in one department/branch
- Experiment with "tiered" service in SG-Reference Department
- Reallocate resources to service development (by streamlining SG-Reference Department operations)
- Define future of "print" reference

## ***Service Priorities***

Local History & Genealogy Service

Small Business Service

Technology/Web (pilot new programs/service delivery mechanisms)

Strategic Outreach & Community Development



## GLOBAL INFORMATION TRENDS

*"Everything, everywhere, when I want it, the way I want it."*<sup>8</sup>

To say that the information landscape has changed has become almost an understatement. The influence of the internet pervades almost every aspect of our lives. As a result, the characteristics, behavior and expectations of information consumers have also changed.

The purpose of this section of the report is to outline global information trends and to explore how they may impact the design of Central Reference Service. Included are examples of how some libraries are acknowledging these trends in the design of their services.

### User Self-Sufficiency

In its 2003 *Environmental Scan*, OCLC identified three major trends in information consumer characteristics: self-sufficiency, satisfaction and seamlessness.

People of all ages are spending more time online doing things for themselves. Job seeking, e-commerce, travel arrangements, shopping, research and entertainment are just a few of the activities commonly carried out by Internet users. As a result, users no longer "[interact] ... with institutions but with operations and activities: one "does online banking" not "goes to the bank."<sup>4</sup>

The preference for self-service is as evident in information seeking activities as it is in all other aspects of people's lives. In the information context, users are increasingly comfortable and self-sufficient with web-based information and content sources.

In its "2003 Environmental Scan," OCLC, citing "The UCLA Internet Report: Surveying the Digital Future: Year Three" (2003), noted that of the 71.1% of Americans using the Internet in 2002, approximately 50% were using it to read news while just over 35% were searching for medical information.<sup>5</sup>

"Searching has become an international pastime. More than 625 million searches are conducted on the top eight search engines each day"<sup>6</sup> ... and yet search engine technology is considered to be in its early stages.

## **Convenience / Convergence**

Closely linked to user self-sufficiency is the growing demand for convenience. Users want information at their point of need both in terms of time and place. In fact, so much value is placed on convenience that users are willing to pay for answers. (e.g. Google Answers). Even though the majority of users are conducting their own independent searches, new free services are in development which combine search technology and a human intermediary e.g. ChaCha.com. Also popular with users are sites in which users answer other users questions: Answer.com, Answerbag, Yahoo Answers etc.

A number of technologies such as RSS (Really Simple Syndication) address this demand for convenience. Not so long ago, one had to regularly visit favorite websites to keep abreast of changes (i.e., check the “What’s New?” section). Today, one can subscribe to an alert-type service (RSS) which automatically sends any changes/updates to your computer desktop, Internet-enabled cell phone, or other handheld device.

The user’s demand for convenience is also reflected in the concept of convergence. Convergence refers to “the combination of two or more different technologies in a single device.”<sup>7</sup> A cell phone is no longer just a portable, wireless phone. Cell phone technology has now evolved to include an MP3 player, a radio, a word processor, an organizer, a catalogue, a game console, a camera, and so on.<sup>8</sup> Users are also looking for convergence of information search tools. A simple search term inquiry in Google’s basic web search retrieves information from an array of sources. With one search, the user can access information contained in books, web pages, and other web-accessible documents, and the results are arranged based on their relevance.

Search engines such as Gnosh (<http://www.gnosh.org>) build on the Google model. A metasearch engine, Gnosh searches for the user’s search term(s) in other search engines and social software services (e.g., Flickr, Del.icio.us) and then sorts the results according to several categories (e.g., Search, Audio/Podcasts, News, Photo Search, Video Search).

## **Satisfaction**

Online question answering services, both library and non-library have proliferated. Libraries can provide much of this at no cost, but not necessarily where, when, and how the customer wants it.

Another aspect of user satisfaction is “satisficing.” Librarians aim to find the best possible information to meet a user’s information need; however, the user’s perspective on what she wants/needs is often different. If a search returns seemingly relevant results, that search was considered successful and the information it retrieved reliable. Users are satisfied with ‘good

enough', happy to "achieve a satisfactory outcome, rather than the best possible."<sup>9</sup> This accounts for much of the popularity of search engines such as Google.

## **Seamlessness**

The demand for seamlessness may be most apparent in the younger generation. Whereas the older generation has traditionally compartmentalized their lives, for the younger generation, work, play and school are fused into a seamless "infosphere." Aided by any available computer or handheld device, multitasking among leisure activities, social and academic spheres, is a way of life.<sup>10</sup>

In its "Environmental Scan: Pattern Recognition Study", OCLC suggests it is with the younger generation, that the biggest disconnect between the current structure and presentation of content in libraries is most evident. Contrast the ease of a Google search with the discrete ways that information is presented in libraries: online catalogue, vendor databases, in-house databases - often with their own unique and separate search interfaces.

The "disconnect" between the expectations of younger users and library structures is further evident in the computer access model used by most libraries. While libraries designate groups of computers for specific purposes, the younger generation views the computer as a multi-functional tool providing "one-stop shopping" for all of life's needs. The same computer can be used to complete homework, to communicate with their peers, to find a recipe for dinner, and to listen to music or to watch videos- perhaps simultaneously.

To some degree, the "information commons" model of technology/reference services attempts to incorporate elements of seamlessness. However, many library information commons still designate technology for specific and distinct functions.

One could argue that the demand for seamlessness easily extends to any aspect of library service. Customers want a coherent and logical way, without multiple referrals, to obtain the answer or service they want.

## **Virtual Communities**

Social software "enables people to rendezvous, connect or collaborate through computer-mediated communication and to form online communities."<sup>11</sup> Blogs, wikis, instant messaging and other computer applications allow individuals who share common interests/tastes, or who are assigned to the same task, to share information within their virtual community. Social software can also facilitate collaborative work.

Examples:

Google's Writely (<http://www.writely.com/>) is a Web-based word processor that allows as many as 50 people to edit a document at once.

Google Spreadsheets (<http://spreadsheets.google.com>), allows users to share a spreadsheet and edit it in real-time.

LibraryThing (<http://www.librarything.com>) allows users to 'catalogue' the books they've read and add ratings, tags and reviews (by entering text or linking to existing reviews). Similar to Amazon.com, LibraryThing users can employ item records to find read-a-likes and/or books with a similar theme or topic.

Wikipedia (<http://www.wikipedia.com>), the online encyclopedia, is an example not only of a virtual community, but also online collaboration on a large scale.

Web sites like Flickr (<http://www.flickr.com>) and Del.icio.us (<http://del.icio.us>) allow virtual communities to develop metadata for websites and other electronic objects (e.g., pictures, video, text). A user adds "tags" -- essentially natural language subject headings -- to an item, and the tags are shared and refined by the community. The resulting user-directed classification system is often referred to as a "folksonomy."<sup>12</sup>

The trends in virtual community collaboration have not gone unnoticed by libraries. Libraries have incorporated the new technologies in their internal work design as well as in the delivery of their services.

Examples of libraries utilizing social software:

Created by Meredith Farkas, Distance Learning Librarian at Norwich University, Library Success: A Best Practices Wiki (<http://www.libsuccess.org>), is a place where (reference) librarians can share information about successful programs/services.

St. Joseph County Library is using wiki software to manage its subject guides ([http://www.sjcpl.org/subjectguides/index.php/Main\\_Page](http://www.sjcpl.org/subjectguides/index.php/Main_Page)). Only St. Joseph's staff are able to edit the content of the wiki.

Ohio University Libraries "Biz Wiki" ([http://www.library.ohiou.edu/subjects/bizwiki/index.php/Main\\_Page](http://www.library.ohiou.edu/subjects/bizwiki/index.php/Main_Page)) includes "Frequently Asked Research Questions," research how-to, and links to relevant articles.

Columbia's Butler Library uses a wiki (Butler Library Reference Wiki) to help library staff answer difficult reference questions.

Edward Vielmetti has created a number of tools that integrate social software with library resources (e.g., library catalogue). A self-declared “Superpatron” who works in the Internet industry, his Superpatron site (<http://www.superpatron.com/>) includes programs that he has written to link the library world, specifically Ann Arbor Public Library, with the web. One example of Vielmetti’s work is a program that adds information from the Ann Arbor Library catalogue to Google Books search results. If Ann Arbor Public Library owns a title retrieved by a search, “it inserts a link to [the] library’s holdings of that book right on the Google Books screen.”<sup>13</sup>

## Legitimacy of Open-Source Publishing

"A blogger holding forth on the merits of his favorite brew has access to the same worldwide audience as a Pulitzer Prize-winning author ... As a publisher, our strength and our future lie in partnering with the best scholars ... making their work more accessible, meaningful, and useful..." —Ron Boehm, President & CEO, ABC-CLIO.<sup>14</sup>

Self-publishing continues to grow, as does users' acceptance of information from non-authoritative sources “to augment established authoritative sources.”<sup>15</sup> This has given rise to the “commoditization of content”<sup>16</sup> and a growing array of technology that supports self publishing. These new technologies, which include blogs, wikis, and moblogs,<sup>17</sup> allow experts and non-experts alike to publish content free from licensing and other restrictions and in a more timely fashion than the traditional publishing process allows.

## Demand for Micro-Content

Disruptive technology is a term coined by Harvard Business School professor Clayton M. Christensen to describe a new technology that provides “alternatives to the established ways of obtaining content. One of the results is that the format of the content becomes less important than its ability to be delivered via a low-cost, convenient channel.”<sup>18</sup>

According to OCLC's 2004 report, *Information Format Trends: Content, Not Containers*, which looks at the disaggregation of content and content distribution:

*“More than ever, content consumers are ‘format agnostic’ in that they do not care much what sort of container—such as a book, journal, blog or a Web page—the content comes from. Commercial content deployers are increasingly catering to these more experimental information consumers, providing content in a variety of formats, often with different cost structures related as much to its consumption as to the content itself.”<sup>19</sup>*

In addition to the evolution of distribution and format of information, the unit of content is also changing. Content is being broken into its component parts, known as 'micro-content,' and is available – for fee or free – separate from the traditional 'containers.' One author uses the analogy of a recipe book to explain micro-content. The container is the recipe book, and each recipe is a micro-content item. That is, a recipe can be removed from the book (its container) and still be understood and can be shared independent of its container.<sup>20</sup>

The ability to create micro-content has led to new models for marketing content. A user no longer has to buy an entire newspaper if she only wants one of the articles. For a fee, the user can purchase the specific content that she needs from the publisher. Similarly, services like Napster and iTunes give users the option of purchasing entire albums or specific tracks.

In contrast to micro-content distributors, Libraries have historically been aggregators of information. The aggregator role of libraries is valuable in terms of locating information in context, however there is also a demonstrated demand for micro-content from information consumers. What does this mean for libraries, in particular reference services? The OCLC report states:

*"Pieces of micro-content do not currently figure large in the collections of libraries but such clear interest from consumers suggests there is an appetite for micro-content from a variety of content sources, and a willingness to pay for the convenience of having it delivered to personal devices – iPods, laptops, PDAs and phones. In a sense, the many [online question answering] services, including Google Answers, are delivering micro-content in the form of answers to questions for payment. Libraries need to find ways to deliver quality content to mobile devices."<sup>21</sup>*

## **Customized Media, Information and Learning**

The development of new Internet technologies has allowed for new levels of customization of the user experience.

When visiting a website, one has the ability to customize according to one's preferences. Instead of each visitor seeing the same information displayed in the same way, users can decide what information they want to see and how and where on the page it should be presented. On the first visit to a website, the user has the opportunity to build a profile of his preferences (e.g., language, location). From that point on, whenever the user visits the site, he will have an experience shaped by his preferences and therefore unique to him. As needs and interests change, the profile can be updated.

Users can also decide what information they would like to receive. Consider a print newspaper: all users get the same news – one size fits all. In electronic format, publishers allow readers to select the type of news that they want to be alerted to. In addition, RSS gives the user the option of having the news she wants sent directly to her.

Amazon.ca is one example of a site that allows for personalization. When customers register for an account, they are prompted to select their favorite categories (e.g., Music, Books, DVD). Customers can also provide a list of items that they already own. Based on this information, Amazon.ca will recommend items on a page called “Your Store.” CBC.ca also allows registered members to personalize content including local weather, local news, and local content on the CBC.ca homepage. Other examples include MyYahoo! and MyCNN.

Libraries of various types are allowing users to personalize their online experience. Users can now be alerted when books on specific topics are added to the collection or receive programming information. Users can also create sets of reference tools based on their needs/preferences.

Examples of libraries that have begun to offer customization options are:

Cornell University’s MyLibrary includes MyLinks, a tool for collecting and organizing resources and MyUpdates, a tool to help users stay informed of new resources provided by the library. (<http://www.library.cornell.edu/services/mylibrary.html>)

Hennepin County Library allows users to create a custom reference tools page. (<http://www.hennepin.lib.mn.us/pub/search/myRef/myRefAdd.cfm>)

The Public Library of Charlotte and Mecklenburg County has a “Homework Help and Web Companion” called Brarydog.net (<http://brarydog.net/>). Brarydog.net “is designed to provide you with easy access to the best premium electronic resources and Web sites found on the net. The Brarydog.net site allows you to create a customized Web page with access to dozens of resources (encyclopedias, newspaper & magazine databases, etc.) as well as links to your favorite sites and search tools. With Brarydog.net, all your favorite Internet resources and sites come together to create your personal library on the Web.”<sup>22</sup>



## TRENDS & INNOVATIONS IN REFERENCE SERVICES

This section outlines the major trends in reference services. While most of these trends revolve around service delivery models, there are also broader library trends such as “Library as Place” and “Library 2.0,” which potentially impact the design of a Central Reference Services.

### Elimination of the Traditional Reference Desk

In response to declining reference questions and/or a desire to remove the barriers between the librarian and the customer, some libraries have opted to eliminate their traditional reference desks and consider other service models. In some cases, the physical desk has been replaced with a general service centre or customer service desk staffed by para-professionals. Known as “tiered reference,” this model allows librarians to work on other projects, however they remain on-call to assist with more complicated reference inquiries. Other models include combined circulation/reference desks (and staff), reference roving, reference by appointment, and information kiosks. The intent of the “deskless” models is to provide proactive service where and when it is needed by not limiting service to a specific service point. (*More on this under “Proactive Reference” and “Library Kiosks.”*)

### Proactive Reference

Research has shown that customers are often reluctant to approach information desks, sometimes citing the fear of interrupting staff. A number of libraries have responded by instituting ‘reference by roving,’ also known as ‘point of use’ service. This service delivery model eliminates the barrier of the reference desk by taking customer service to the customer. Essentially, roving refers to proactive reference service in which staff approach users to offer assistance, as opposed to waiting for the customers to come to them. Invasion of patron privacy is sometimes cited as a drawback to this model of service delivery. Anecdotal evidence, even within our own library system, indicates that customers often approach shelvers for assistance, demonstrating a need for “point of use” service.

Many libraries who have adopted roving as part of their reference model have invested in technology to enable roving librarians to give the customer full service at the point of contact.

These range from carrying a wireless Notebook PC to PDAs loaded with databases. Examples of public libraries currently providing this service are: Markham Public Libraries, Cerritos “Experience” Library, California , ASK ME in Richmond, B.C., and mobile deskless reference in Seattle.

## **Library Kiosks**

Some libraries are installing kiosks outside the library to give people access to library databases and other services. Kiosks are often located in facilities that have longer open hours than the library thus providing increased access to people without their own computers.

Although not strictly a “kiosk”, videoconferencing technology is another method of providing information services off-site. Videoconferencing technology consists of a box with an LCD screen, camera/microphone and telephone headset. The customer picks up the phone and is connected to a staff person at a remote location. The easy to use technology retains the personal touch by allowing the customer and staff to see each other while also enabling the sharing of web pages and catalogue searches.

Videoconferencing technology has been adopted by several Libraries, notably Orange County Library System (Florida) and Tacoma Public Library. This technology is often used to provide an additional service point and to augment staffing in busy branches. At Orlando County Library System, the videoconferencing service is seamless in that every type of question (reference, circulation, directional etc.) is answered at the one service point.

## **Information Commons**

Information or Learning Commons is a relatively new Reference Service model which allows for the seamless and integrated provision of a variety of services from a common physical space. Services that might have traditionally been delivered from various locations are delivered centrally from one location. Services may include reference services, technical/software instruction and support, small group consultation space, meeting space, writing assistance, digital design studios, quiet research space, integrated print/digital information sources, computer labs, adaptive technology/workspace etc.

Although primarily found in academic environments, Learning Commons are sometimes a feature of large public libraries (e.g. Toronto Reference Library).

Information/Learning Commons combines some of the best features of seamless and convenient customer service, by providing a coherent and integrated approach to library services.

## **Virtual Reference**

Many libraries, both academic and public offer virtual reference. Virtual reference ranges from e-mail to chat to global collaborative reference. There is some dissension around the return on investment (ROI) of chat reference. Some maintain that it is not cost-effective– given the cost of software, training costs, and underutilization of the service by customers. Virtual “Reference” may be a bit of a misnomer, as a significant proportion of questions are not “reference” but rather policy and services questions. However, as long as libraries have websites, “Ask-a-Services” must be offered for the benefit of remote users. Given the previously outlined global information trends, it’s unlikely that virtual “Reference” will ever be a growth area for libraries.

## **Local History & Genealogy**

Local history and genealogy is a popular and growing service area for most public libraries, and the management and development of the service are most often administered through Reference Services. Genealogy is often cited as one of the fastest growing hobbies in North America, and the aging demographic suggests increased future growth in the area.

Local history and genealogy is an important role for most Central Library Reference Services. In-depth, specialized collections and equipment, staff expertise and dedicated space in the form of a Local History Room are common features of a Central Library Reference Service. Because so much local content is not available on the Internet, there is an opportunity for Reference Services to fill a niche in providing this information.

[More detailed information on local history/genealogy service is available in the Halifax Public Libraries’ *Local History & Genealogy Service Review*, 2006.]

## **Library as Place**

One of the recurring themes in the discussion of the future of libraries is the concept of “Library as Place.” “Library as Place” or Library as “Third Place in the Community” are the topics of many current articles, conference proceedings and discussion in the library profession. In addition to providing programs, collections and technology, the Library serves as a gathering place in the community: a cultural centre, a forum for public discourse, a meeting place, a sanctuary for the less privileged, a place to read, work and learn and a place to be entertained.

There is currently something of a renaissance in new public library buildings. Like the Seattle Public Library, a number of notable new “central” libraries have opened which serve as destination points for their city’s citizens and visitors.

In an influential article on the future of libraries, Thomas Frey predicts that libraries will transition from a center of information to a center of culture, a place that “taps into the spirit of its community.... and reflects the personality and identity of its constituents.”<sup>23</sup> Underscoring the concept of “library as place” is the importance of the customer “experience.” Thomas Frey and others maintain that we are shifting from a product-based to an experience-based economy. The question we should always be asking is “How does the customer rate the library experience?” This business philosophy has recently served as the foundation in the design of an impressive new library. Strongly influenced by the book, *The Experience Economy*, Waynn Pearson spearheaded the design of the Cerritos Library which bills itself as the “Experience Library.” Pearson facetiously refers to the highly successful new library as a “Club Med for the mind.”<sup>24</sup>

The importance of the library experience was further explored in the latest OCLC study. One of the strong messages for libraries is the way many users rate their library experience: “poor signage, inhospitable surroundings, unfriendly staff, lack of parking, dirt, cold, hard-to-use systems and inconvenient hours were mentioned by many participants in the study.”<sup>25</sup>

Thomas Frey maintains that a key future role for libraries is to “preserve the memories of your own communities.”<sup>26</sup> Central Reference has the potential to “add local value” to its service. By specializing in local service, local content and local knowledge, Reference service can put information into relevant context for its customers. [more on this under Local History/Genealogy]

These “Library as Place” concepts, ideas and trends need to be acknowledged in both the physical and service design of a Central Reference Service.

## **Library 2.0**

In the early days of the Internet content was static. Every time a page was accessed via a web browser it looked the same since most pages were updated infrequently. Technical expertise was also required (e.g., knowledge of HTML) which limited the number of people who could create content. Over time, the web has evolved to ‘Web 2.0,’ also known as the ‘Participatory Web.’ This newer version is made possible by the development of tools such as blogs, wikis, and RSS, which facilitate online collaboration and information sharing. These technologies, often free or low-cost, require less technical skill, allowing users to participate in the sharing, creation and customization of content.

Recently the principles and technologies of Web 2.0 have been considered in the context of libraries, giving rise to “Library 2.0.” The scope of Library 2.0 has broadened from a purely technology context to a participatory, user-centered model of service delivery, which builds in constant evaluation and change.

Examples of Library 2.0 might include the ability for users to personalize library web pages, to invite customer comment via the Catalogue (e.g. Hennepin County) or creating a Library website that optimizes customer feedback/participation via blogging capability (Ann Arbor Library).

Although pre-dating Library 2.0, IM or Chat Reference is considered to be 2.0, as it allows real-time text communications, the ability to share and co-browse web-based documents, screen-capturing, and data sharing. Library 2.0 has recently been linked to the growth in the importance of local history, heralding its participatory, interactive tools as important future factors in helping libraries and citizens build and preserve local archives.

Many see Library 2.0 as simply making both the physical and virtual space interactive, collaborative and responsive to community needs.



# INTERNAL SCAN

## Introduction

Many customer transactions occur at the information desk, not all of which are reported in the system-wide performance measures. In addition to answering reference and readers' advisory questions, information staff are performing a variety of other functions at information desks: registering people for programs, answering directional questions, performing circulation functions, trouble-shooting equipment, retrieving materials for customers at other branches, and placing holds for customers. Over 500,000 transactions were completed at information desks last year (2005/6).

The purpose of the internal scan was to obtain a clear picture of the work done at the information desk. The following transactions were analyzed to determine the nature of the activities performed by information staff:

- Use trends: information questions and other activities
- The percentage of information questions vs. other activities
- The length of time it takes to answer an information question
- How questions are received (i.e. in-person, telephone, etc.)
- The nature of the information questions

## Data Used

Statistics (where available) from the past four years were used to determine use trends. Information statistics prior to 2002/3 were not used because of changes in definition and the separate tracking of certain information activities.

The analysis of information questions vs. other activities was based on a one year snapshot. Based on a two-week survey conducted in October 2005, the team analyzed the length of time it takes to answer information questions along with how questions are received. The nature of information questions was analyzed using two week snapshots from July 2005 and October 2005.

Because of the specialized nature of HDS/BXM, their statistics have been excluded from some sections of this report. Their information questions are essentially readers advisory which consists of selecting reading materials according to customer profiles. In addition, because HDS/BXM are not directly accessible to the public, they do not perform many of the non-information activities that are handled by branches. Due to these differences, the results for HDS/BXM were excluded from many sections of this report.

For comparison purposes, SG-Reference Department's statistics were extracted from the system-wide statistics. The intention was to identify any differences that may exist between SG-Reference Department and branches that should be considered in planning for a central reference services (New Central Library).

Each section of the internal scan indicates the data which have been included and/or excluded from the analysis. Appendices (charts, graphs, etc.) are included at the end of the report.

## Definitions

Throughout the internal scan, the terms *information questions* and *information activities* are used. The definition of an information question is:

*A question which involves an attempt to supply factual or bibliographic information, requiring knowledge, use, recommendation, interpretation or instruction in the use of an information or bibliographic resource.*

The terms *information question* and *reference question* are used interchangeably throughout the report.

For the purposes of this report, *information activities* are defined as:

*All of the recorded transactions which take place at information desks that are not information questions: renewals of materials, directional questions, shelf checks/retrievals, program/tour bookings, troubleshooting of equipment, and staff-mediated holds.*

## Other Studies

The team also reviewed other Libraries' studies of information transactions. Although there was one public library study, the majority of these were academic library studies. There were striking similarities between their findings (including the academic libraries) and our findings.

## Information Questions

*Notes on data below: HDS/BXM and SG-Reference are both included. See Appendix A1 - A2.*

There are a number of factors which influence the yearly fluctuation in information question statistics: changes in how information questions are defined/reported, the introduction of new services such as Book-a-Computer, and the addition of Monday service hours.

System-wide, from 2002/3 to 2005/6, there was an increase in information questions of 5.8%. This is likely due to the addition of Monday hours at AG and KG.

Comparing 2002/3 to 2005/6, the Library's information questions per hour only increased 2.8% (6.35 vs 6.53 questions per hour).

### *Analysis*

*There was a small system-wide decrease from 2002/3 to 2003/4 (-1.42%). Renewals are tracked separately beginning 2003/4. It is not known whether these had been previously counted with information questions. If renewals had been collected as information questions in 2002/3, this may account for the decrease in 2003/4 when they started being tracked separately.*

*There was a system-wide increase from 2003/4 to 2004/5 (+4.92%). This is probably due to Booking Software questions and KG and AG being open on Mondays. Booking Software came online from October/04 to the end of January/05. Staff report many questions regarding use of booking software during this period. KG was open a full year of Mondays in 2004/5; AG opened on Mondays May, 2004.*

*System-wide, there are increases and decreases over the years but not consistently across all branches: Some outlets' information questions have increased while others have declined. Individual branch information questions fluctuate from year to year.*

*From 2002/3 to 2003/4, 7 of the 21 outlets' experienced increases, while 14 of the 21 experienced decreases. From 2003/4 to 2004/5, 9 of the 21 outlets experienced increases, while 12 of the outlets experienced decreases in information questions. From 2004/5 to 2005/6, 12 of the outlets experienced increases, while 9 experienced decreases in*

*information questions. Several of the outlets experienced steady decreases from 2002/3 to 2005/6: B, DN and SG-Reference. The reason for the steady decline in SG-Reference's information questions is apparent. The information questions are declining at most specialized Reference Departments (like SG-Reference) across North America.*

## **Information Activities (excluding Information Questions)**

*Notes on data below: HDS/BXM and SG-Reference are included in some sections and excluded in others for comparison purposes. See Appendix B1 - B14.*

For the purpose of this report, "information activities" are defined as the transactions that take place at the information desk *excluding* information questions (see definition in the Introduction)

Comparing 2002/3 to 2005/6, information activities overall have decreased -3%. The number of transactions of several categories have decreased (directionals, staff-mediated holds, troubleshooting equipment, renewals) while other categories have increased (program/tour registrations and retrievals/shelf-checks).

### **Analysis**

*The decline in several categories of information activities might be attributed to customers becoming more proficient in self-serve options: renewing materials, placing own holds etc.*

*Program/tour registrations will vary according to the number of programs offered. The increase in retrievals/shelf-checks may be attributed to the collection increasingly being viewed by the public as accessible regardless of branch location.*

*Website developments could further impact information activities. If more self-serve options such as program registration are offered via e-branch, less staff assistance will be required at the branches.*

*A well-designed New Central Library with an abundance of self-serve options could further impact the information activities by reducing the need for staff intervention and assistance.*

## Information Questions vs. Information Activities

*Notes on data below: HDS/BXM are excluded and SG-Reference is extracted for comparison purposes. See Appendix C1 - C3.*

System-wide, 56.4% of the transactions are information activities and 43.6% are information questions.

In comparison to the system, Spring Garden Reference Department answers a higher proportion of information questions (67.4%) vs. other activities (32.6%). This is at least partially due to the structure of the branch and specialization of the department (e.g. SG-Ref does not perform any circulation-related activities such as holds and renewals and only registers people for its own limited number of programs.)

### *Analysis*

*The percentage of information questions vs. information activities could have implications for future staffing configuration i.e. program registration/trouble-shooting/renewals/retrievals/directional questions could potentially be handled by non-information desk staff.*

*A potential staffing model could include a customer service desk that would handle the majority of transactions and refer reference questions to information staff.*

## How Questions are Received

*Notes on data below: HDS/BXM are excluded; SG-Reference data was extracted for comparison purposes. See Appendix D1 - D3.*

Information questions were analyzed for a two week period (October 16-30, 2005) to determine how questions are received (in person, telephone, etc.)

Excluding HDS/BXM and SG-Ref, 88.3% of questions are asked in person. Telephone inquiries account for 10.3% of the questions. The remaining 1.4% questions were scattered among chat, e-mail, and branch-to-branch inquiries.

Compared to other outlets, SG-Reference has a higher proportion of telephone inquiries: 27.3% vs. 10.3%. Many of the telephone inquiries originate from regular, repeat users of the service. SG-Reference also has a higher proportion of referrals from Branches (4.9%) compared to the system-wide branch-to-branch referrals (0.4%). Almost 9% of SG-Reference questions are

asked via e-mail (based on current annual statistics). SG-Reference is responsible for the “Ask-a-Librarian” service on e-branch.

The other exception to the “average” was AG-Youth: 65% of the questions were asked in-person, 22% were asked via chat/e-mail, 10% via telephone and 3% were inquiries from other branches. AG-Youth is responsible for homework help (chat & e-mail) on e-branch.

### *Analysis*

*Although not likely, the public may be unaware that they can ask questions by phone or other methods.*

*Given the nature of the majority of the transactions at the information desk, customers may not be coming to the library primarily to use information services, but rather, their questions arise when they need assistance accessing other services (e.g. collections, computers, programs).*

*The higher proportion of telephone and branch inquiries at SG-Reference suggest that the department is used by the public and branch staff as the central reference services. SG-Reference also has a number of long-time repeat users who are aware of the Telephone Reference Service.*

*Although SG-Reference does have a higher proportion of branch inquiries (4.9% vs. 0.4%), the relatively low number would indicate that branches are, for the most part, self-sufficient in the provision of information services.*

*The high system-wide proportion of in-person questions indicates a need for a continuing strong staff presence in branches.*

## **The Time Required to Answer Information Questions**

*Notes on data below: HDS/BXM are excluded; SG-Reference statistics are extracted for comparison purposes. See Appendix E1 - E2.*

Information questions were timed over a two week period (October 16 to 30) to determine the average length of time it takes to answer an information question. The length of time required to answer information questions varied by branch. The percentage of questions taking 1-3 minutes to answer ranged from 43% to 83% depending on the branch. The percentage of

questions taking 4-6 minutes to answer ranged from 7.5% to 38% depending on the branch. On average, 57.5% of the questions took 1-3 minutes to answer. The next largest category (28.5%) of questions took 4-6 minutes. Therefore, the majority of information questions (86%) took 6 minutes or less to answer.

Spring Garden Reference varied from the system-wide average: SG-Reference had a lower percentage of questions that required 1-3 minutes to answer: 43% vs. 57.5% system-wide. Spring Garden Reference had a higher number of questions that required 10 minutes or more to answer: 16% vs. an average of 5 % system-wide. Although SG-Reference had a greater proportion of questions that required more time to answer, it is important to note that the majority of SG-Reference questions (75%) still took 6 minutes or less to answer.

### *Analysis*

*Much has been written in the literature that although questions are declining across North America, the questions that are being asked, are more difficult. Our survey suggests otherwise. The short time required to answer the majority of information questions indicates that most questions are straight-forward.*

*It is interesting to note that our survey mirrors the results from another study. An American study of a public library (2002) found that 75% of all questions required less than 5 minutes to answer.*

*It would appear that Spring Garden Reference handles a slightly higher proportion of more time-intensive questions in keeping with it's central reference role. However, 75% of their questions still require 6 minutes or less to answer.*

*It is worth noting again that there are many other activities in addition to information questions, handled at the information desk. The Library does not have time benchmarks for all of these activities.*

## **The Nature of Information Questions: What are Customers Asking?**

*See Appendix F1 - F4. Appendices also include snapshots of representative rural, community and resource branches.*

Information questions were analyzed using the information question sheets for two week periods in July 2005 and October 2005. Team members reviewed all of the information questions during the two periods prior to assigning categories. The team also consulted other studies for ideas on how to categorize the questions.

In addition to the types of questions (see below), these types could further be grouped into two broad categories: "Access to Services/Resources" or "Traditional Reference Questions." *Access to Services/Resources* were questions that sought assistance in accessing our collection, technology, programs. *Traditional reference questions* are questions that have traditionally been considered within the purview of Reference such as bibliographic instruction, subject questions (questions that require searching for information on a specific subject), readers' advisory, ready reference and information/referral to outside agencies. The following categories emerged as the most prevalent "types" of questions:

### ***Known Items***

Inquiries about exact titles, series/authors. These questions indicate that customers know exactly what they want. No reference interview is required. As an example, staff indicated on the information question sheets either "exact title" or the title itself, i.e. DaVinci Code. This type of question also included ILL requests and Suggestions For Purchase\* (Access to Services/Resources).

*\*Note: Suggestions for Purchase are no longer being submitted at the information desk. They are completed and submitted online.*

### ***Technical/Technology Instruction***

Instruction in the use of hardware & other equipment (computer, photocopier etc.) or software e.g. Book-a-Computer. (Access to Services/ Resources)

### ***Bibliographic Instruction***

Instruction in the use of the catalogue, how to place holds, how to search a database etc. (Access to Services/Resources, but also Traditional Reference)

### **Ready Reference**

Quick information questions such as addresses, lexicon, temperature, lottery numbers, phone numbers etc. (Traditional Reference)

### **Circulation**

One-time use cards for use of computers, patron account inquiries i.e. checking the status of holds, looking up barcodes/PIN for booking software. *Note: As of January/06, patron account checks are now tracked separately.* (Access to Services/Resources).

### **Library Services/Policies**

Questions about policies e.g. donations, Internet or services such as programs, book-sales etc. (Access to Services/Resources)

### **External Organization Referrals**

Information about, and referrals to, the programs and services of external local agencies. (Traditional Reference)

### **Readers' Advisory**

Requests for "read-a-likes," requests for reading suggestions. Staff sometimes simply indicated "RA question" on the information question sheets. (Traditional Reference)

### **Subject Questions**

Questions that required staff to locate information on a specific subject. Subject questions were assigned under the following categories: history, DIY, psychology, literature, health/medicine, arts & entertainment, religion, career/ employment, supernatural, parenting, sociology/philosophy, government & law, recreation, pets, consumer information, travel, business, technology, geography/earth science, pure science. (Traditional Reference)

## Information Question Types: Comparison of July and October System-Wide Questions

*Note on data above: HDS/BXM are excluded; SG-Reference are extracted for comparison purposes.*

<b>Information Question Categories</b>	<b>July</b>	<b>October</b>
Known items	43.03%	30.06%
Subject questions (all categories)	21.53%	33.71%
Technical/technology instruction	10.49%	12.46%
Readers' Advisory	7.64%	3.79%
Circulation-related	5.78%	5.23%
Library services/policies	4.33%	3.62%
Bibliographic instruction	3.80%	6.18%
Ready reference	2.77%	4.53%
External organization referrals	0.63%	0.42%

### *Analysis*

*There appear to be seasonal differences in information questions between July and October. Unsurprisingly, there are more traditional reference questions in October than in July (48% vs. 36%). Predictably there are also more readers' advisory and known item questions in July than in October, indicating greater recreational reading during the summer months. There are no seasonal differences in SG-Reference Department's questions. The percentage of traditional reference questions vs. access to services/resources are essentially the same*

*The large percentage of "known" item questions, i.e. the customer is inquiring about a specific item (book, DVD etc.) suggests that customers may be searching from home/office and coming to the branches for these items.*

*The large number of "known item" questions may present an opportunity to generate reference or readers advisory questions by suggesting reading/research alternatives for items that are not immediately available.*

*There are several information question categories (circulation-related, technical/technology instruction and possibly library services/policies) that might be handled at a lower staff classification level or, at least by non-information staff.*

## **July Comparison of Information Question Types – SG-Reference & the System**

<b>Information Question Categories</b>	<b>July (SGRef)</b>	<b>July (System)</b>
Subject questions (all categories)	44.36%	21.53%
Known items	17.24%	43.03%
Ready reference	15.02%	2.77%
Technical/technology instruction	12.29%	10.49%
Bibliographic instruction	6.31%	3.80%
Library services/policies	3.07%	4.33%
Circulation-related	1.54%	5.78%
Readers' advisory	0.17%	7.64%
External organization referrals	0.00%	0.63%

### **Analysis**

*With the exception of readers advisory, SG-Reference answered a greater percentage of traditional reference questions (subject, ready reference, bibliographic instruction) than the system. For July: 69% of SG-Reference's questions were traditional reference questions compared to 36% for the system; 31% of SG-Reference's questions were access to services/resources compared to 64% for the system.*

*For July, system-wide, the greatest percentage of subject questions were "D-I-Y" questions (16% of subject questions and 3.48% of overall questions). For SG-Reference, the single largest category of subject questions for July were "Local History/Genealogy" questions which comprised 21% of all subject questions and 9.22% of all information questions. This confirms our impression that many visitors take the opportunity to research their family history while vacationing or returning home to Nova Scotia. SG-Reference Department's proximity to museums and archives may also contribute to genealogy referrals.*

## October Comparison of Information Question Types – SG-Reference & the System

*Note on data below: HDS/BXM are excluded and SG-Reference is extracted from the system results for comparison purposes.)*

<b>Information Question Categories</b>	<b>October (SGRef)</b>	<b>October (System)</b>
Subject questions (all categories)	33.84%	33.71%
Technical/technology instruction	17.48%	12.46%
Ready reference	17.36%	4.53%
Bibliographic instruction	13.84%	6.18%
Known items	11.57%	30.06%
External organization referrals	2.52%	0.42%
Library services/policies	2.26%	3.62%
Circulation-related	1.13%	5.23%
Readers' Advisory	0.00%	3.79%

### Analysis

*Surprisingly, SG-Reference answered a greater percentage of "subject" questions in July than in October, which is traditionally "school project" season. Given the way that the Branch is structured, it's not surprising that SG-Reference answers fewer known item and circulation questions and no Readers' Advisory questions. These types of questions are generally handled in the Adult Lending Department. SG-Reference also handles a greater proportion of technical/technology instruction questions, probably due to the use of microfilm readers/scanners. (long back files of newspapers/periodicals).*

*For October, 67.5% of SG-Reference's questions were "traditional" reference questions and 32.5 % of questions were "access to services/resources" queries. The system's questions for October were 48.6% traditional reference questions and 51.4% access to services/resources questions.*

*The greatest proportion of subject questions answered by SG-Reference in October, fell into the "History" category (19% of all subject questions and 6.54% of questions overall) followed by "Local*

*History/Genealogy” (16% of subject questions and 5.41% of all questions). For October, system-wide, the greatest percentage of subject questions were “History” (14.5% of subject questions and 4.9% of overall questions), followed by “D-I-Y” (13% of subject questions and 4.43% of overall questions). History appears to be the most popular subject question for the system in October; however, history questions represents a small percentage of overall questions: 5%.*

## **E-Branch Questions**

*See Appendix G-1.*

Customers have the option to ask questions via the Library’s e-branch, “Ask-a-Librarian” and Homework Help service. For the purposes of this review, only Ask-a-Librarian questions were analyzed as they relate to Central Reference Services.

Transactions for 2005/6 totaled 1,734. Of these, 341 circulation and 71 Homework Help questions were referred to Alderney Gate. The total number of questions answered was 1,322.

<b><i>E-Branch Questions</i></b>	<b>2005-2006</b>	
Subject questions (all categories)	424	(32.0%)
Library services/policies	338	(25.5%)
Known item	270	(20.4%)
Bibliographic instruction	88	(6.6%)
Circulation	79	(6.0%)
Technical/technology instruction	45	(3.4%)
Ready reference	40	(3.0%)
Readers’ Advisory	21	(1.6%)
External organization referrals	17	(1.3%)

### ***Analysis***

*Of the approximately 1300 Ask-a-Librarian transactions, 44.6% were traditional reference questions which is similar to the system (branches) average. The percentage of subject questions is also in line with the system average. Known item questions, while not as high as branch averages, still are a significant portion of information*

*questions. Technical/technology instruction questions are predictably lower than Branch averages, as technical/technology instruction are most likely asked when customers are using our computers in library branches.*

*Local history/genealogy was the single largest category of subject questions. Local history/genealogy questions totaled 276 (65%) of the 424 subject questions. Genealogy was the single largest sub-category of local history questions: 139 (50%) of local history questions.*

*The high number of local history/genealogy questions asked via e-branch is noteworthy. E-Branch would be a logical place to start genealogical research for those Maritimers who live outside the region. "Ask-a-Librarian" is also prominently displayed on all "Roots to the Past" pages, as well as all of the main pages of e-branch.*

## RESULTS FROM OTHER STUDIES

A 2002 study of an American public library system demonstrated that 67% of questions “dealt with subjects or methods not historically associated with the information milieu in public libraries - access to resources, access to equipment, and services and policies, while the remaining 33% dealt with reference and readers’ advisory - question categories more traditionally viewed as falling within the purview of the information staff”. (1) The same study found that 75% of all transactions required less than five minutes to complete. Fewer than 2.9% of questions required more than 15 minutes to answer. <sup>27</sup>

A 2003 study of in-person and virtual questions (academic library) found that 30% of questions were for known items, 26% were for research assistance; 10% of questions were for specific information; 9% was for library policies; 6.5% for catalogue/database function; 7.5% were miscellaneous questions; 4.5 % were ILL; 4% of questions were gateway navigation; 2% was for database access. <sup>28</sup>

A 2003-4 study of an academic chat reference service discovered that 28% of the questions were reference questions, 23% were library information questions (circulation, policies, procedures); 16% were known item (specific books/articles); 6% were technical problems. <sup>29</sup>

A 2003 study of virtual reference revealed that 33.2% of transactions were policy/ directional; 28.2% were known item; 19.3% were facts/ready reference; 19.3% were reference. <sup>30</sup>

Although, the academic library studies may be somewhat less relevant to public libraries, it is still interesting to note that “known items” questions were high in all of the studies (16% to 30% of questions); actual reference questions ranged from 19% to 36%; miscellaneous service/policy/procedures questions ranged from 16.5% to 33.2%. It is important to acknowledge that the method of service delivery (virtual vs. physical desk) can strongly influence the nature of questions. Still, it appears that the nature of questions have changed: fewer traditional reference questions and more access to library services questions.



## CONCLUSION

A variety of transactions, both information questions and miscellaneous information activities are handled at the information desk. The internal scan revealed that most of the activities that take place at the information desk are access to services/resources transactions.

The internal scan demonstrated that the nature of information questions have changed. Approximately 36-48% (depending on the season) of information questions are “traditional reference questions” and the remaining 52-64% are access to services/resources questions. Therefore, when one takes into account *all* of the activities that take place at the information desk, about 16-21% are traditional reference questions and the balance are transactions that assist customers to navigate our products and services. For example:

Accessing the collection = placing holds, verifying ownership of a specific title, answering account inquiries, renewing materials and performing shelf-checks

Accessing technology = trouble-shooting, assisting with booking a computer, providing instruction in the use of technology

Accessing programs = interpreting, recommending and registering people for programs

Most information questions appear to be straightforward and require little time to answer. The majority of questions take 6 minutes or less to answer. Information questions are primarily asked in person which may further indicate that customers are not necessarily coming to the library to seek information, but rather their questions occur at the point where they need assistance accessing another service.

Information questions handled by public libraries are reportedly decreasing across North America. As reported in the “Global Trends” section of this report, the Internet has had a dramatic effect on Libraries. Although, the internal scan revealed the Library has experienced a modest increase in information questions over the past four years, the obvious prediction for Libraries is a downward trend in information questions, particularly traditional reference questions.

## **Is SG-Reference Department Different?**

SG-Reference appears to be somewhat different from the typical branch. Both the branch structure and its historic role as “central reference” influence these differences.

SG-Reference Department has historically referred circulation functions, holds, readers’ advisory questions and branch programming registrations to the Adult Lending Department.

SG-Reference handles a greater proportion of traditional reference questions and fewer of the “access” transactions. In addition, SG-Reference receives more telephone questions than the typical branch which may indicate that SG-Reference is viewed and used by the community as central reference. SG-Reference handles more questions that require more time to answer and receives more referrals from branches than typically handled by other branches.

The emphasis on “traditional reference questions” also accounts for the more dramatic decline in information questions experienced by the department compared to most branches. Due to branch structure and its focus on traditional reference, the department can be expected to continue to experience more dramatic decreases in information questions than the branches.

## **Implications for the Central Library**

In planning for a Central Reference Service, current use patterns and global information trends must be acknowledged. Use patterns indicate how customers are currently using Information Services and together with global information trends, how they are likely to use the service in the future.

We know that the information landscape is changing and evolving: converging technology, participatory Web/Library 2.0, virtual communities, collaborative social software, demand for micro-content and customized learning and information. Libraries are not the only or first stop for information seekers. Search engines, notably Google are the first choice for information consumers and they are satisfied with the results of their searches. The self-service, convenience and speed of search engines also fit the lifestyles of today’s information consumers.

Although the primary focus of this report is Central Reference Services, many of the global information trends have the potential to impact the Library in much broader and more fundamental ways : the infrastructure, the services we offer, the way we do business, the staff we hire. How responsive the Library is to global information trends will depend on its priorities and how nimble it is in reacting to changes in the environment.

What does all this mean for the future Central Reference Services? Given the global trends, it may not be advisable to emphasize the Library's *traditional* role of "information provider." Information services need to be re-thought in broader terms and located in the larger context of learning. The future role of the Library may be less about providing answers to information questions and more about facilitating learning. By providing a comfortable and well-equipped learning environment, professional expertise and potentially by partnering with other educational organizations, the Library can play a role in helping our customers achieve their learning goals.

The Library should begin planning for a Central Reference Services within a framework of guiding principles. Based on global information trends, reference trends and an internal analysis of the Library's information transactions, the framework might include: **Proactive Service, Seamless Service, Convenience, Exceptional Customer Service, Expert Assistance, Innovation, Continuous Learning, Community Development.**

There are two categories of recommendations. The first set of recommendations address service directions for the new Central Library. The second set of recommendations are interim objectives that not only build the necessary foundation for the new Central Library, but also enhance the Library's existing Information Services.



## RECOMMENDATIONS: CENTRAL LIBRARY

### Service Model

<i>Service Model</i>	<i>Rationale</i>	<i>Guiding Principles</i>
<p><b>Welcome / General Customer Service Desk</b></p>	<p>Most transactions are access not reference                      The right staff are doing the right work                      The majority of questions are handled at the first service point                      Customer convenience</p>	<p>Seamless Service                       Exceptional Customer Service                       Convenience</p>
<p><b>Information Desk</b>                      If there is an Info. Desk, integrate it with Information Commons and/or..                      Smaller info. stations contingent on number of floors</p>	<p>Less reliance on a central Information Desk                      More proactive service                      Customer convenience</p>	<p>Convenience                       Exceptional Customer Service</p>
<p><b>Information Commons</b>                      State of the art technology: computer lab                      Quiet research room                      Training space                      Group/individual study rooms                      Professional/customer consultation areas e.g. small business                      Meeting rooms                      Digital design studios                      Adaptive technology/workspace                      Might include Local History Room (see below)</p>	<p>Integration of staff expertise, technology and services in one physical location                      Anticipate the needs of current and future users                      Customer convenience                      Meet the needs of a variety of users</p>	<p>Seamless Service                       Convenience                       Expert Assistance                       Innovation                       Continuous Learning</p>

<i>Service Model</i>	<i>Rationale</i>	<i>Guiding Principles</i>
<b>Roving</b> Staff do not wait for customers to come to them Staff are proactive in their service to customers	Customers are hesitant to approach the desk In a large facility, customers are far from service desks Assistance is available at the point of need Customers often approach clerks for assistance Generate/increase questions	Proactive Service Exceptional Customer Service Convenience Expert Assistance
<b>Tiered Service</b> Research by appointment Professionals on call, not on desk	Most questions can be handled by para-professionals Efficient/effective staffing: librarians available when needed Use librarians for research consultation e.g. business, genealogy	Seamless Service Exceptional Customer Service Expert Assistance Continuous Learning

## Staffing Model

<i>Staffing Model</i>	<i>Rationale</i>	<i>Guiding Principles</i>
<b>Maintain High Proportion of Professionals</b>	Central resource for the region Service development In-depth subject expertise Outreach/community development Partnerships Research consultations	Expert Assistance Innovation Continuous Learning Community Development
<b>Non-traditional Staffing Complement</b> Technology assistants Customer service representatives Professional positions	Effective staff planning Cost effective Expert assistance Response to global information trends & library use patterns	Seamless Service Expert Assistance Exceptional Customer Service

<i>Staffing Model</i>	<i>Rationale</i>	<i>Guiding Principles</i>
<b>Redesign the Professional Positions</b> Competencies, training, job descriptions, skill sets	Response to global trends and library use patterns Professionals used to their potential Responsibilities aligned with education Competencies should reflect strength in technology, relationship building, project management, communication skills, innovation, flexibility	Innovation Expert Assistance Community Development

## Service Priorities

<i>Service Priorities</i>	<i>Rationale</i>	<i>Guiding Principles</i>
<b>Library as Learning Destination</b> Customize information and learning Emphasize value-added (how Library can enhance learning) Explore opportunities for joint services (partnerships with educational organizations) Package/market our services from a learning perspective	Enhance Library profile Generate business Promotion of services/resources Highlight staff expertise	Innovation Expert Assistance Continuous Learning Community Development
<b>Focus on Technology / Web as Key Service Area</b> Experiment with latest technology to deliver services & programs Develop public programs & courses in use of technological/web resources Digitize targeted collections/resources	Show case Library staff expertise Re-brand the Library beyond "books" Make Library relevant to non-traditional users Deliver services to users "where they are" Generate business	Innovation Expert Assistance Continuous Learning

<i>Service Priorities</i>	<i>Rationale</i>	<i>Guiding Principles</i>
<p>Push content to users using podcasts, RSS feeds, blogs etc.</p> <p>Provide state of the art technology in an Information Commons environment</p> <p>Employ Web 2.0/Library 2.0 principles in service planning &amp; delivery</p>		
<p><b>Local History/Genealogy</b></p> <p>Local History Room</p> <p>Centralized collections, staff expertise</p> <p>Partner with other organizations to provide space for their collections, exhibits, joint service</p>	<p>LHGS is a service priority for most Central Libraries</p> <p>Local History Rooms are integral to the design of many new Central Libraries</p> <p>SG-Reference answers a high proportion of LHGS questions</p> <p>Refer to <i>LHGS Report, 2006</i> for additional info.</p>	<p>Expert Assistance</p> <p>Seamless Service</p> <p>Continuous Learning</p> <p>Community Development</p>
<p><b>Small Business</b></p> <p>Expand existing small business service</p> <p>Strengthen links &amp; partnerships with small business organizations</p>	<p>Current service is in demand</p> <p>Enhance Library profile in the community</p> <p>Small business is a service priority for many Libraries</p> <p>Community development</p> <p>Generate business</p>	<p>Expert Assistance</p> <p>Innovation</p> <p>Continuous Learning</p> <p>Community Development</p>
<p><b>Strategic Outreach &amp; Community Development</b></p> <p>Cultivate strategic partnerships</p>	<p>Generate business</p> <p>Enhance Library profile</p> <p>Community development</p> <p>Service development</p> <p>Enhance existing services</p>	<p>Expert Assistance</p> <p>Innovation</p> <p>Community Development</p>

## RECOMMENDATIONS: INTERIM OBJECTIVES

To lay the groundwork for the new Central Library, the Library should begin to phase in change in service directions: service and staffing models and service priorities. The interim objectives focus on building the required skill sets and creating an environment for innovation, change and pro-active customer service. Although some of the interim objectives listed below are specifically for SG-Reference Department, the learning outcomes may be applicable to other branches and departments.

The time-line for the interim objectives is a multi-year plan from the present to the opening of the new Central Library. The Central Library is yet to be approved and may be years away. Service trends and technology are changing rapidly. The future roles and structure of “Reference Services” can not be known with certainty. For these reasons, it is important to be flexible in planning and to annually review the objectives.

### Staffing Models

<i>Service Model</i>	<i>Rationale</i>	<i>Guiding Principles</i>
<p><b>Reference Department Manager</b></p> <p>Define required competencies and skill sets (impending retirement of current Manager)</p> <p>Competencies should emphasize innovation, flexibility, project management, change management</p>	<p>Global trends and changing library priorities require new competencies/skill sets</p> <p>Lead &amp; motivate Reference staff through change</p> <p>Future structure and roles of Information Services are unknown: require flexibility, adaptability, innovation</p>	<p>Innovation</p>

<i>Service Model</i>	<i>Rationale</i>	<i>Guiding Principles</i>
<b>Refocus Priorities of Reference Librarians</b> Service development Community development/outreach	Begin to cultivate the necessary skill sets for new service priorities Career development & job satisfaction Global trends and changing library priorities Build strategic alliances in preparation for new Central Library	Innovation Expert Assistance Continuous Learning Community Development
<b>Training Priorities for SG-Reference Staff</b> Focus on partnership-building skills Focus on superior competency in web searching & resources Focus on technological innovation	Global information trends and changing library priorities Build skill sets needed for new service priorities, staffing models etc.	Innovation Expert Assistance Continuous Learning Community Development
<b>Training Priorities for Information Services Staff (system-wide)</b> Identify training priorities based on internal scan & global information trends	Internal scan reveals how customers use the Library's information services Global trends indicate customers information-seeking preferences & behavior	Innovation Expert Assistance

## Service Models

<i>Service Model</i>	<i>Rationale</i>	<i>Guiding Principles</i>
<b>Pilot Roving in One Dept./Branch</b> Identify best practices Develop model based on pilot outcome	Develop a proactive customer service ethic Value added service Generate/increase questions	Seamless Service Proactive Service

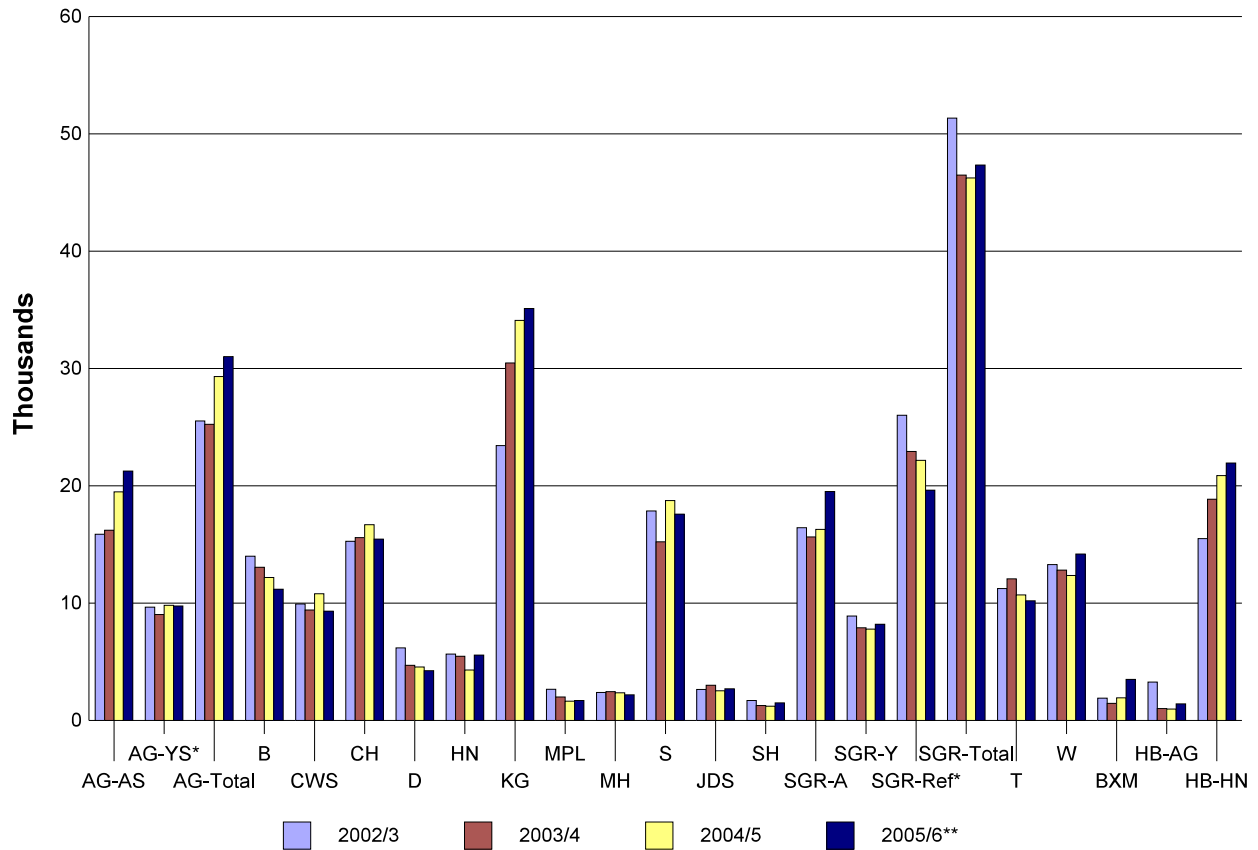
<i>Service Model</i>	<i>Rationale</i>	<i>Guiding Principles</i>
<b>Review Current Reference Desk Model</b> Investigate feasibility of tiered service Number and level of staffing	Free up professionals for service development, outreach & partnerships Efficient/effective staffing	Seamless Service  Community Development  Innovation
<b>Review Reference Department Operation</b> Identify tasks that can be eliminated or streamlined	Free up professionals for service development, outreach & partnerships Efficient/effective operation	Innovation  Community Development
<b>Define Future of Print Reference</b> Analyze usage Reallocate resources	Informal feedback indicates print reference is underutilized Free up money and space for other priorities Global information trends (use of web for information)	Innovation
<b>Continuous Trends Scan</b> Continuously monitor trends in service, technology, information consumer preferences/behavior	Flexibility in planning Allocation of resources	Innovation  Proactive Service  Expert Assistance  Seamless Service

## Service Priorities

<i>Service Model</i>	<i>Rationale</i>	<i>Guiding Principles</i>
<b>Local History/Genealogy</b> Refer to LHGS Report for objectives	See Report	Expert Assistance  Seamless Service  Continuous Learning  Community Development

<i>Service Model</i>	<i>Rationale</i>	<i>Guiding Principles</i>
<p><b>Small Business</b></p> <p>Enhance existing service</p> <p>Strengthen links &amp; partnerships with small business organizations</p>	<p>Current service is in demand</p> <p>Enhance Library profile in the community</p> <p>Small business is a service priority for many Libraries</p> <p>Community development</p> <p>Generate business</p>	<p>Expert Assistance</p> <p>Innovation</p> <p>Continuous Learning</p> <p>Community Development</p>

## APPENDIX A1 Information Questions by Branch 2002-2006 (Graphical)



\* Includes ebranch Information Questions

\*\* Patron Account Inquiries tracked separately from January 2006

**APPENDIX A2**  
**Information Questions by Branch 2002-2006**  
**(Tabular)**

Branch	2002/3	2003/4	% inc/dec	2004/5	% inc/dec	2005/6**	% inc/dec
AG-AS	15,870	16,220	2.21%	19,491	20.17%	21,254	9.05%
AG-YS*	9,653	9,023	-6.53%	9,817	8.80%	9,755	-0.63%
B	13,995	13,055	-6.72%	12,183	-6.68%	11,190	-8.15%
CWS	9,935	9,412	-5.26%	10,806	14.81%	9,318	-13.77%
CH	15,269	15,581	2.04%	16,681	7.06%	15,452	-7.37%
D	6,181	4,702	-23.93%	4,556	-3.11%	4,238	-6.98%
HN	5,653	5,470	-3.24%	4,293	-21.52%	5,566	29.65%
KG	23,425	30,474	30.09%	34,099	11.90%	35,109	2.96%
MPL	2,661	2,000	-24.84%	1,637	-18.15%	1,706	4.22%
MH	2,390	2,462	3.01%	2,354	-4.39%	2,189	-7.01%
S	17,861	15,231	-14.72%	18,744	23.06%	17,588	-6.17%
JDS	2,641	2,996	13.44%	2,522	-15.82%	2,704	7.22%
SH	1,706	1,269	-25.62%	1,210	-4.65%	1,493	23.39%
SGR-A	16,429	15,649	-4.75%	16,291	4.10%	19,518	19.81%
SGR-Y	8,902	7,900	-11.26%	7,780	-1.52%	8,201	5.41%
SGR-Ref*	26,008	22,934	-11.82%	22,174	-3.31%	19,622	-11.51%
T	11,247	12,073	7.34%	10,695	-11.41%	10,196	-4.67%
W	13,282	12,813	-3.53%	12,360	-3.54%	14,192	14.82%
BXM	1,899	1,459	-23.17%	1,924	31.87%	3,503	82.07%
HB-AG	3,268	1,015	-68.94%	965	-4.93%	1,419	47.05%
HB-HN	15,500	18,853	21.63%	20,867	10.68%	21,944	5.16%
<b>Total</b>	<b>223,775</b>	<b>220,591</b>	<b>-1.42%</b>	<b>231,449</b>	<b>4.92%</b>	<b>236,157</b>	<b>2.03%</b>

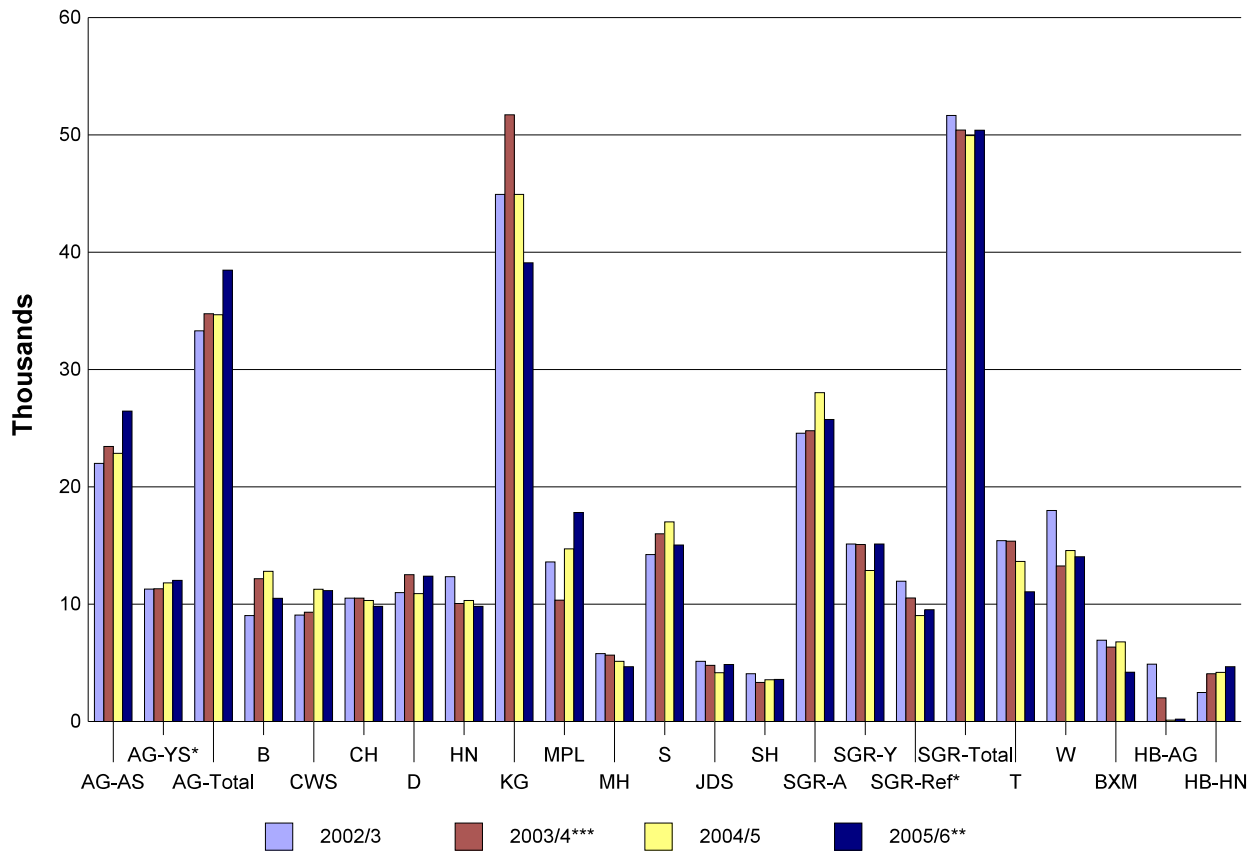
AG-AS	15,870	16,220	2.21%	19,491	20.17%	21,254	9.05%
AG-YS*	9,653	9,023	-6.53%	9,817	8.80%	9,755	-0.63%
<b>Total</b>	<b>25,523</b>	<b>25,243</b>	<b>-1.10%</b>	<b>29,308</b>	<b>16.10%</b>	<b>31,009</b>	<b>5.80%</b>

<b>Branch</b>	<b>2002/3</b>	<b>2003/4</b>	<b>% inc/dec</b>	<b>2004/5</b>	<b>% inc/dec</b>	<b>2005/6**</b>	<b>% inc/dec</b>
SGR-A	16,429	15,649	-4.75%	16,291	4.10%	19,518	19.81%
SGR-Y	8,902	7,900	-11.26%	7,780	-1.52%	8,201	5.41%
SGR-Ref*	26,008	22,934	-11.82%	22,174	-3.31%	19,622	-11.51%
<b>Total</b>	<b>51,339</b>	<b>46,483</b>	<b>-9.46%</b>	<b>46,245</b>	<b>-0.51%</b>	<b>47,341</b>	<b>2.37%</b>

\* Includes ebranch Information Questions

\*\* Patron Account Inquiries tracked separately from January 2006

## APPENDIX B1 Total Information Activities by Branch 2002-2006 Excluding Information Questions (Graphical)



\* Includes ebranch Information Questions  
 \*\* Patron Account Inquiries tracked separately from January 2006  
 \*\*\* Renewals at Information Desk began tracking April 2003

**APPENDIX B2**  
**Total Information Activities by Branch 2002-2006**  
**Excluding Information Questions**  
**(Tabular)**

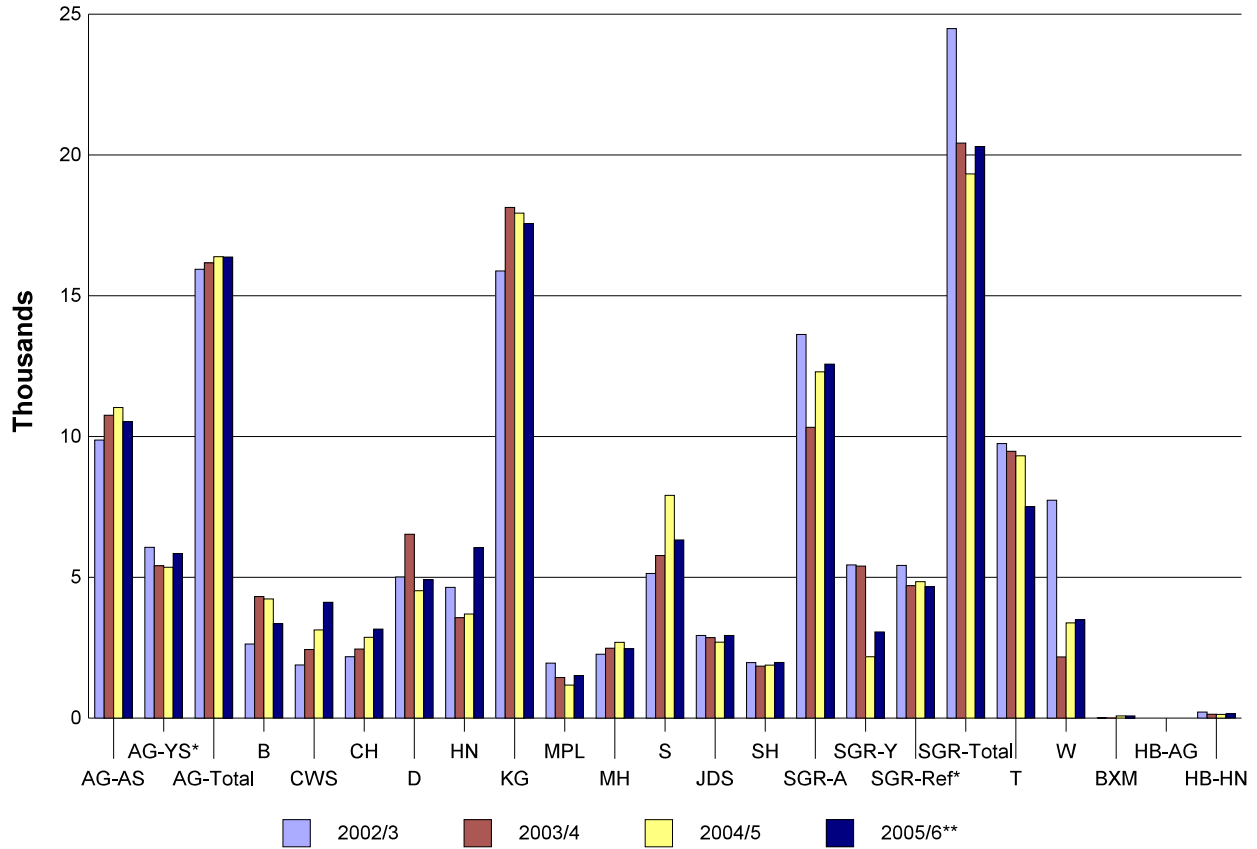
Branch	2002/3	2003/4***	% inc/dec	2004/5	% inc/dec	2005/6**	% inc/dec
AG-AS	22,007	23,447	6.54%	22,855	-2.52%	26,450	15.73%
AG-YS*	11,291	11,308	0.15%	11,811	4.45%	12,028	1.84%
B	9,031	12,178	34.85%	12,798	5.09%	10,502	-17.94%
CWS	9,066	9,313	2.72%	11,265	20.96%	11,151	-1.01%
CH	10,519	10,517	-0.02%	10,310	-1.97%	9,813	-4.82%
D	10,980	12,519	14.02%	10,893	-12.99%	12,385	13.70%
HN	12,337	10,053	-18.51%	9,464	-5.86%	12,845	35.72%
KG	44,935	51,716	15.09%	44,935	-13.11%	39,095	-13.00%
MPL	13,593	10,343	-23.91%	14,720	42.32%	17,818	21.05%
MH	6,786	5,654	-16.68%	5,127	-9.32%	4,678	-8.76%
S	14,277	15,999	12.06%	17,015	6.35%	15,040	-11.61%
JDS	5,127	4,788	-6.61%	4,160	-13.12%	4,856	16.73%
SH	4,066	3,326	-18.20%	3,562	7.10%	3,586	0.67%
SGR-A	24,566	24,786	0.90%	28,035	13.11%	25,745	-8.17%
SGR-Y	15,129	15,092	-0.24%	12,871	-14.72%	15,129	17.54%
SGR-Ref*	11,962	10,531	-11.96%	9,035	-14.21%	9,525	5.42%
T	15,421	15,370	-0.33%	13,645	-11.22%	11,055	-18.98%
W	17,988	13,259	-26.29%	14,568	9.87%	14,038	-3.64%
BXM	6,924	6,343	-8.39%	6,785	6.97%	4,200	-38.10%
HB-AG	4,883	2,008	-58.88%	112	-94.42%	196	75.00%
HB-HN	2,466	4,073	65.17%	4,187	2.80%	4,667	11.46%
<b>Total</b>	<b>273,354</b>	<b>272,623</b>	<b>-0.27%</b>	<b>268,153</b>	<b>-1.64%</b>	<b>264,802</b>	<b>-1.25%</b>

AG-AS	22,007	23,447	6.54%	22,855	-2.52%	26,450	15.73%
AG-YS*	11,291	11,308	0.15%	11,811	4.45%	12,028	1.84%
<b>Total</b>	<b>33,298</b>	<b>34,755</b>	<b>4.38%</b>	<b>34,666</b>	<b>-0.26%</b>	<b>38,478</b>	<b>11.00%</b>

Branch	2002/3	2003/4***	% inc/dec	2004/5	% inc/dec	2005/6**	% inc/dec
SGR-A	24,566	24,786	0.90%	28,035	13.11%	25,745	-8.17%
SGR-Y	15,129	15,092	-0.24%	12,871	-14.72%	15,129	17.54%
SGR-Ref*	11,962	10,531	-11.96%	9,035	-14.21%	9,525	5.42%
<b>Total</b>	<b>51,657</b>	<b>50,409</b>	<b>-2.42%</b>	<b>49,941</b>	<b>-0.93%</b>	<b>50,399</b>	<b>0.92%</b>

- \* Includes ebranch Information Questions
- \*\* Patron Account Inquiries tracked separately from January 2006
- \*\*\* Renewals at Information Desk began tracking April 2003

## APPENDIX B3 Directionals by Branch 2002-2006 (Graphical)



\* Includes ebranch Information Questions  
 \*\* Patron Account Inquiries tracked separately from January 2006

**APPENDIX B4**  
**Directionals by Branch 2002-2006**  
**(Tabular)**

Branch	2002/3	2003/4	% inc/dec	2004/5	% inc/dec	2005/6**	% inc/dec
AG-AS	9,875	10,755	8.91%	11,032	2.58%	10,530	-4.55%
AG-YS*	6,065	5,409	-10.82%	5,357	-0.96%	5,846	9.13%
B	2,633	4,313	63.81%	4,234	-1.83%	3,354	-20.78%
CWS	1,886	2,434	29.06%	3,129	28.55%	4,114	31.48%
CH	2,176	2,455	12.82%	2,871	16.95%	3,163	10.17%
D	5,010	6,528	30.30%	4,526	-30.67%	4,919	8.68%
HN	4,642	3,566	-23.18%	3,698	3.70%	6,054	63.71%
KG	15,883	18,134	14.17%	17,934	-1.10%	17,567	-2.05%
MPL	1,951	1,438	-26.29%	1,174	-18.36%	1,510	28.62%
MH	2,265	2,480	9.49%	2,693	8.59%	2,464	-8.50%
S	5,136	5,771	12.36%	7,909	37.05%	6,326	-20.02%
JDS	2,935	2,856	-2.69%	2,695	-5.64%	2,932	8.79%
SH	1,972	1,845	-6.44%	1,880	1.90%	1,978	5.21%
SGR-A	13,624	10,325	-24.21%	12,299	19.12%	12,570	2.20%
SGR-Y	5,439	5,397	-0.77%	2,181	-59.59%	3,060	40.30%
SGR-Ref*	5,423	4,700	-13.33%	4,845	3.09%	4,669	-3.63%
T	9,751	9,477	-2.81%	9,315	-1.71%	7,512	-19.36%
W	7,736	2,171	-71.94%	3,380	55.69%	3,486	3.14%
BXM	7	0		77		78	
HB-AG							
HB-HN	216	138	-36.11%	128	-7.25%	149	16.41%
<b>Total</b>	<b>104,625</b>	<b>100,192</b>	<b>-4.24%</b>	<b>101,357</b>	<b>1.16%</b>	<b>102,281</b>	<b>0.91%</b>

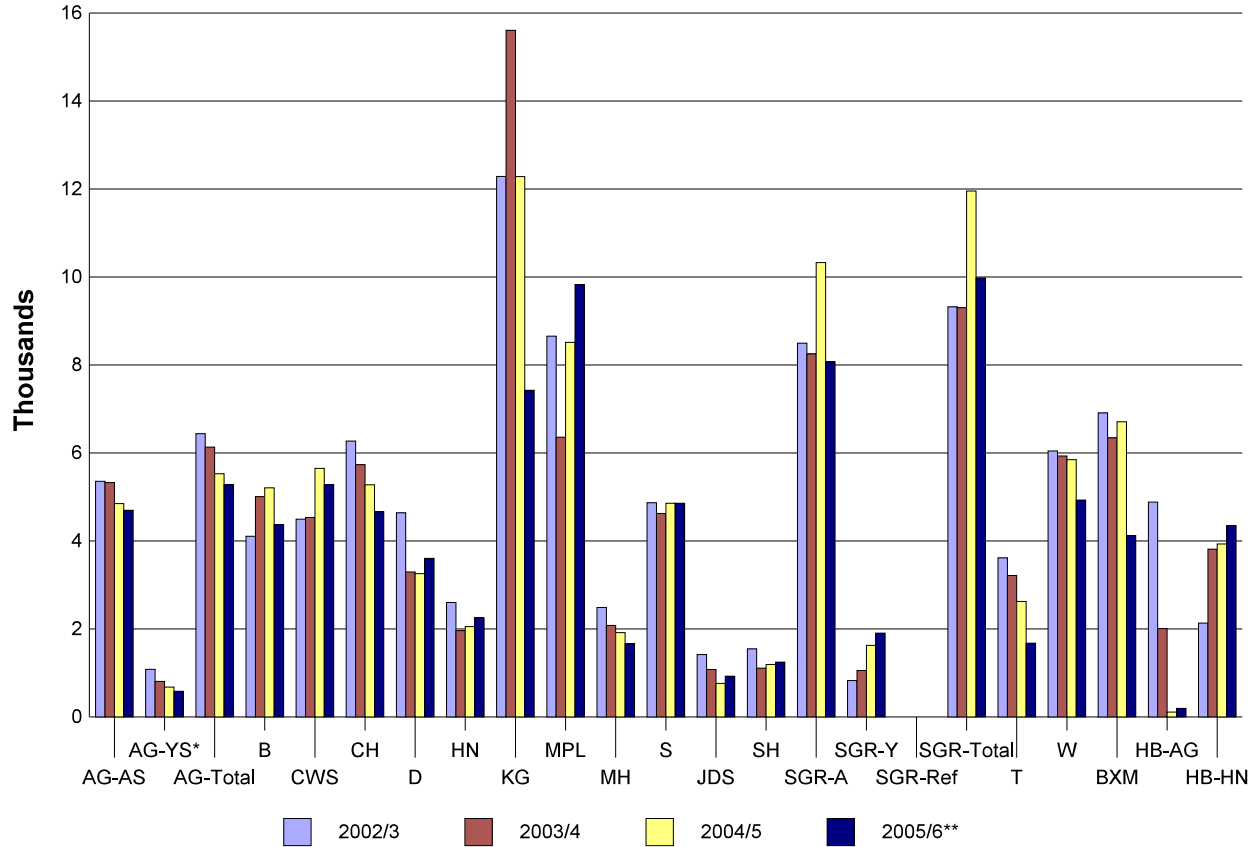
AG-AS	9,875	10,755	8.91%	11,032	2.58%	10,530	-4.55%
AG-YS*	6,065	5,409	-10.82%	5,357	-0.96%	5,846	9.13%
<b>Total</b>	<b>15,940</b>	<b>16,164</b>	<b>1.41%</b>	<b>16,389</b>	<b>1.39%</b>	<b>16,376</b>	<b>-0.08%</b>

Branch	2002/3	2003/4	% inc/dec	2004/5	% inc/dec	2005/6**	% inc/dec
SGR-A	13,624	10,325	-24.21%	12,299	19.12%	12,570	2.20%
SGR-Y	5,439	5,397	-0.77%	2,181	-59.59%	3,060	40.30%
SGR-Ref*	5,423	4,700	-13.33%	4,845	3.09%	4,669	-3.63%
<b>Total</b>	<b>24,486</b>	<b>20,422</b>	<b>-16.60%</b>	<b>19,325</b>	<b>-5.37%</b>	<b>20,299</b>	<b>5.04%</b>

\* Includes ebranch Information Questions

\*\* Patron Account Inquiries tracked separately from January 2006

## APPENDIX B5 Staff Mediated Holds by Branch 2002-2006 (Graphical)



\* Includes ebranch Information Questions  
 \*\* Patron Account Inquiries tracked separately from January 2006

**APPENDIX B6**  
**Staff Mediated Holds by Branch 2002-2006**  
**(Tabular)**

Branch	2002/3	2003/4	% inc/dec	2004/5	% inc/dec	2005/6**	% inc/dec
AG-AS	5,357	5,326	-0.58%	4,849	-8.96%	4,699	-3.09%
AG-YS*	1,080	809	-25.09%	677	-16.32%	583	-13.88%
B	4,105	5,006	21.95%	5,206	4.00%	4,368	-16.10%
CWS	4,497	4,532	0.78%	5,648	24.62%	5,280	-6.52%
CH	6,269	5,734	-8.53%	5,276	-7.99%	4,662	-11.64%
D	4,641	3,294	-29.02%	3,257	-1.12%	3,603	10.62%
HN	2,600	1,961	-24.58%	2,053	4.69%	2,252	9.69%
KG	12,286	15,607	27.03%	12,281	-21.31%	7,426	-39.53%
MPL	8,655	6,359	-26.53%	8,514	33.89%	9,829	15.45%
MH	2,487	2,079	-16.41%	1,915	-7.89%	1,664	-13.11%
S	4,870	4,626	-5.01%	4,857	4.99%	4,859	0.04%
JDS	1,418	1,079	-23.91%	763	-29.29%	924	21.10%
SH	1,548	1,109	-28.36%	1,193	7.57%	1,247	4.53%
SGR-A	8,496	8,250	-2.90%	10,328	25.19%	8,073	-21.83%
SGR-Y	827	1,054	27.45%	1,628	54.46%	1,903	16.89%
SGR-Ref*							
T	3,615	3,217	-11.01%	2,626	-18.37%	1,678	-36.10%
W	6,044	5,932	-1.85%	5,847	-1.43%	4,928	-15.72%
BXM	6,910	6,343	-8.21%	6,708	5.75%	4,122	-38.55%
HB-AG	4,883	2,008	-58.88%	112	-94.42%	196	75.00%
HB-HN	2,132	3,813	78.85%	3,933	3.15%	4,351	10.63%
<b>Total</b>	<b>92,720</b>	<b>88,138</b>	<b>-4.94%</b>	<b>87,671</b>	<b>-0.53%</b>	<b>76,647</b>	<b>-12.57%</b>

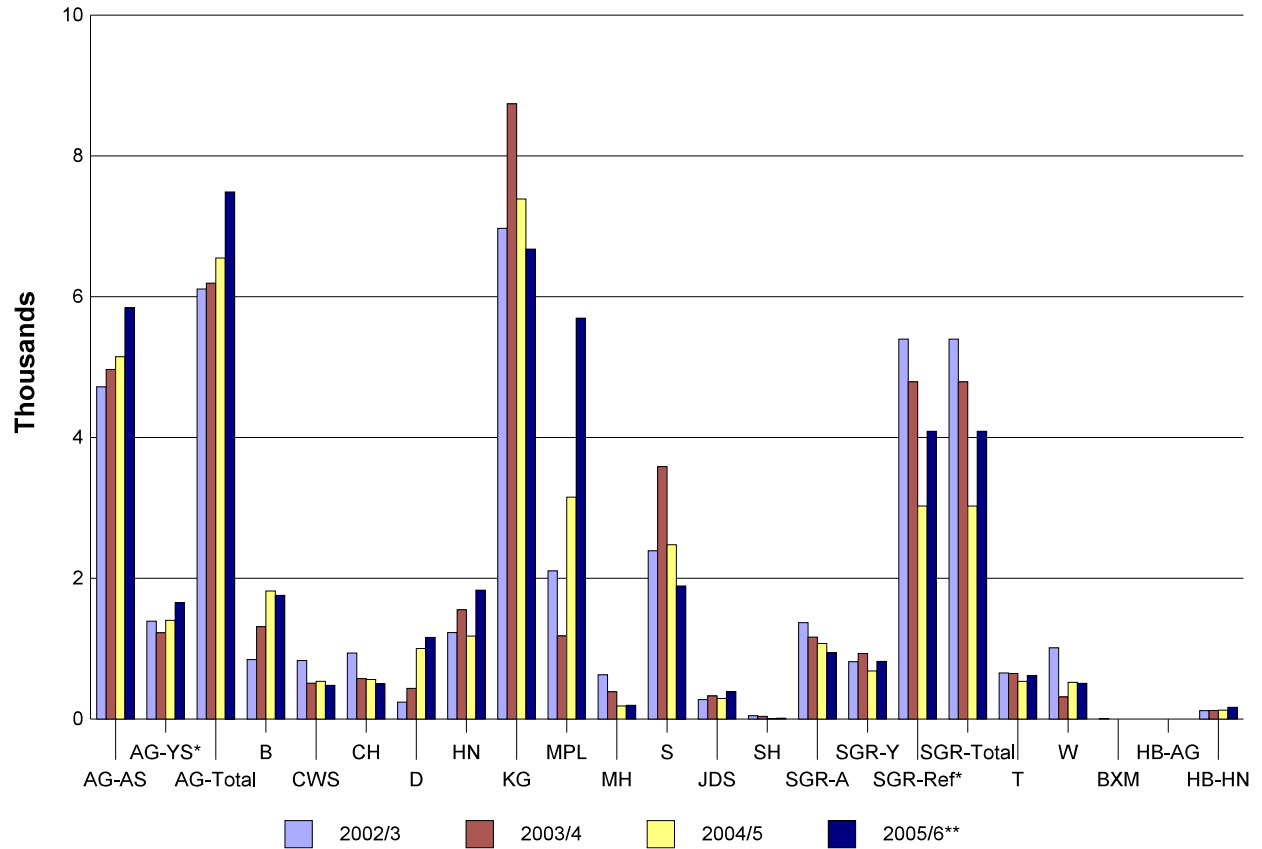
AG-AS	5,357	5,326	-0.58%	4,849	-8.96%	4,699	-3.09%
AG-YS*	1,080	809	-25.09%	677	-16.32%	583	-13.88%
<b>Total</b>	<b>6,437</b>	<b>6,135</b>	<b>-4.69%</b>	<b>5,526</b>	<b>-9.93%</b>	<b>5,282</b>	<b>-4.42%</b>

<b>Branch</b>	<b>2002/3</b>	<b>2003/4</b>	<b>% inc/dec</b>	<b>2004/5</b>	<b>% inc/dec</b>	<b>2005/6**</b>	<b>% inc/dec</b>
SGR-A	8,496	8,250	-2.90%	10,328	25.19%	8,073	-21.83%
SGR-Y	827	1,054	27.45%	1,628	54.46%	1,903	16.89%
SGR-Ref*							
<b>Total</b>	<b>9,323</b>	<b>9,304</b>	<b>-0.20%</b>	<b>11,956</b>	<b>28.50%</b>	<b>9,976</b>	<b>-16.56%</b>

\* Includes ebranch Information Questions

\*\* Patron Account Inquiries tracked separately from January 2006

## APPENDIX B7 Retrievals / Shelf-Checks by Branch 2002-2006 (Graphical)



\* Includes ebranch Information Questions  
 \*\* Patron Account Inquiries tracked separately from January 2006

**APPENDIX B8**  
**Retrievals / Shelf-Checks by Branch 2002-2006**  
**(Tabular)**

Branch	2002/3	2003/4	% inc/dec	2004/5	% inc/dec	2005/6**	% inc/dec
AG-AS	4,720	4,966	5.21%	5,148	3.66%	5,840	13.44%
AG-YS*	1,390	1,227	-11.73%	1,403	14.34%	1,649	17.53%
B	845	1,311	55.15%	1,819	38.75%	1,758	-3.35%
CWS	831	509	-38.75%	535	5.11%	479	-10.47%
CH	938	574	-38.81%	562	-2.09%	501	-10.85%
D	240	436	81.67%	1,002	129.82%	1,160	15.77%
HN	1,229	1,552	26.28%	1,178	-24.10%	1,831	55.43%
KG	6,971	8,740	25.38%	7,387	-15.48%	6,675	-9.64%
MPL	2,104	1,182	-43.82%	3,152	166.67%	5,696	80.71%
MH	628	389	-38.06%	185	-52.44%	196	5.95%
S	2,391	3,586	49.98%	2,477	-30.93%	1,891	-23.66%
JDS	275	328	19.27%	293	-10.67%	389	32.76%
SH	47	39	-17.02%	7	-82.05%	11	57.14%
SGR-A	1,369	1,165	-14.90%	1,074	-7.81%	945	-12.01%
SGR-Y	815	931	14.23%	684	-26.53%	820	19.88%
SGR-Ref*	5,397	4,791	-11.23%	3,027	-36.82%	4,089	35.08%
T	654	648	-0.92%	536	-17.28%	617	15.11%
W	1,011	315	-68.84%	522	65.71%	506	-3.07%
BXM	7						
HB-AG							
HB-HN	118	122	3.39%	126	3.28%	167	32.54%
<b>Total</b>	<b>31,980</b>	<b>32,811</b>	<b>2.60%</b>	<b>31,117</b>	<b>-5.16%</b>	<b>35,220</b>	<b>13.19%</b>

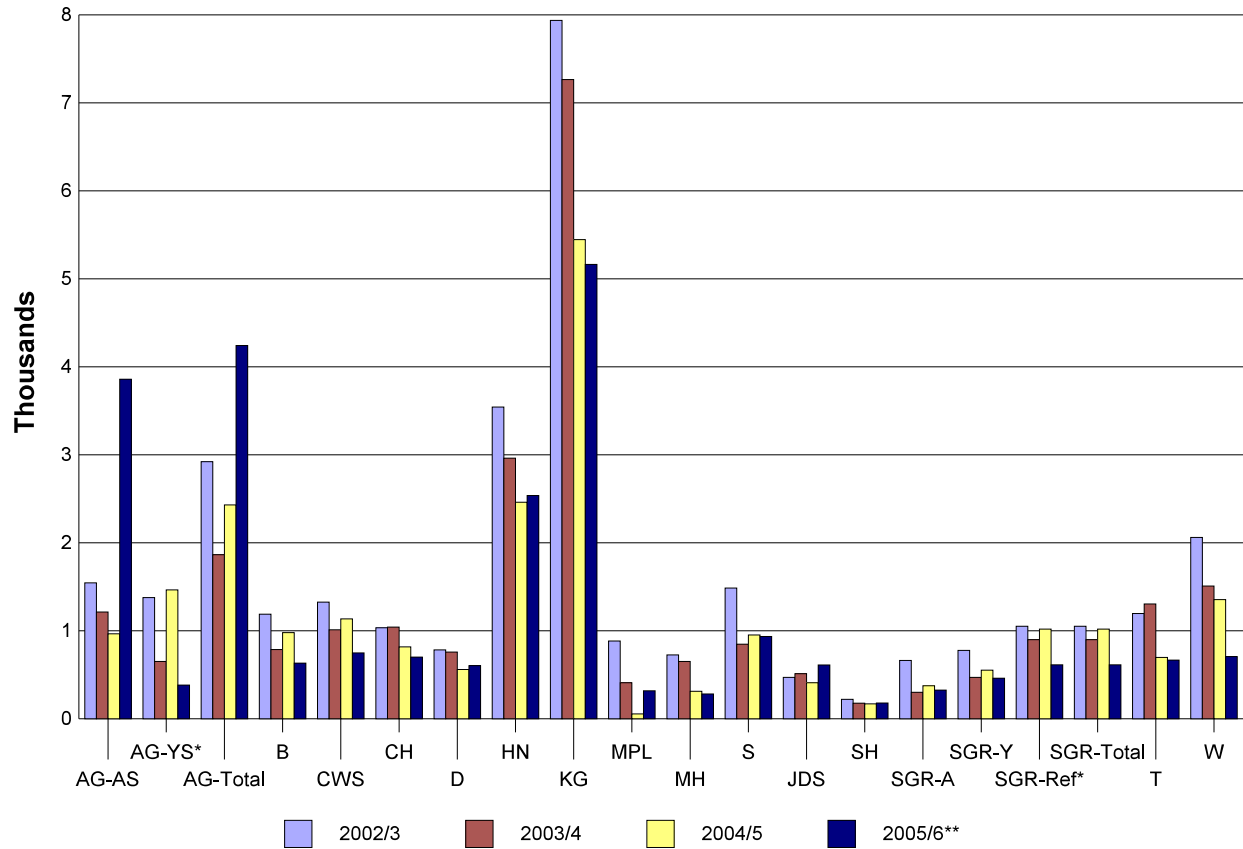
AG-AS	4,720	4,966	5.21%	5,148	3.66%	5,840	13.44%
AG-YS*	1,390	1,227	-11.73%	1,403	14.34%	1,649	17.53%
<b>Total</b>	<b>6,110</b>	<b>6,193</b>	<b>1.36%</b>	<b>6,551</b>	<b>5.78%</b>	<b>7,489</b>	<b>14.32%</b>

Branch	2002/3	2003/4	% inc/dec	2004/5	% inc/dec	2005/6**	% inc/dec
SGR-A	1,369	1,165	-14.90%	1,074	-7.81%	945	-12.01%
SGR-Y	815	931	14.23%	684	-26.53%	820	19.88%
SGR-Ref*	5,397	4,791	-11.23%	3,027	-36.82%	4,089	35.08%
<b>Total</b>	<b>7,581</b>	<b>6,887</b>	<b>-9.15%</b>	<b>4,785</b>	<b>-30.52%</b>	<b>5,854</b>	<b>22.34%</b>

\* Includes ebranch Information Questions

\*\* Patron Account Inquiries tracked separately from January 2006

## APPENDIX B9 Trouble-shooting Equipment by Branch 2002-2006 (Graphical)



\* Includes ebranch Information Questions  
 \*\* Patron Account Inquiries tracked separately from January 2006

## APPENDIX B10

### Trouble-shooting Equipment by Branch 2002-2006 (Tabular)

Branch	2002/3	2003/4	% inc/dec	2004/5	% inc/dec	2005/6**	% inc/dec
AG-AS	1,544	1,213	-21.44%	966	-20.36%	3,859	299.48%
AG-YS *	1,378	652	-52.69%	1,465	124.69%	383	-73.86%
B	1,188	787	-33.75%	979	24.40%	632	-35.44%
CWS	1,325	1,012	-23.62%	1,135	12.15%	749	-34.01%
CH	1,035	1,041	0.58%	818	-21.42%	700	-14.43%
D	783	758	-3.19%	560	-26.12%	603	7.68%
HN	3,542	2,961	-16.40%	2,461	-16.89%	2,538	3.13%
KG	7,937	7,265	-8.47%	5,445	-25.05%	5,163	-5.18%
MPL	883	410	-53.57%	56	-86.34%	318	467.86%
MH	725	652	-10.07%	313	-51.99%	281	-10.22%
S	1,486	847	-43.00%	952	12.40%	935	-1.79%
JDS	470	513	9.15%	409	-20.27%	611	49.39%
SH	221	177	-19.91%	170	-3.95%	179	5.29%
SGR-A	663	300	-54.75%	375	25.00%	326	-13.07%
SGR-Y	778	471	-39.46%	552	17.20%	461	-16.49%
SGR-Ref*	1,051	899	-14.46%	1,019	13.35%	613	-39.84%
T	1,197	1,305	9.02%	697	-46.59%	666	-4.45%
W	2,060	1,509	-26.75%	1,354	-10.27%	707	-47.78%
BXM							
HB-AG							
HB-HN							
<b>Total</b>	<b>28,266</b>	<b>22,772</b>	<b>-19.44%</b>	<b>19,726</b>	<b>-13.38%</b>	<b>19,724</b>	<b>-0.01%</b>

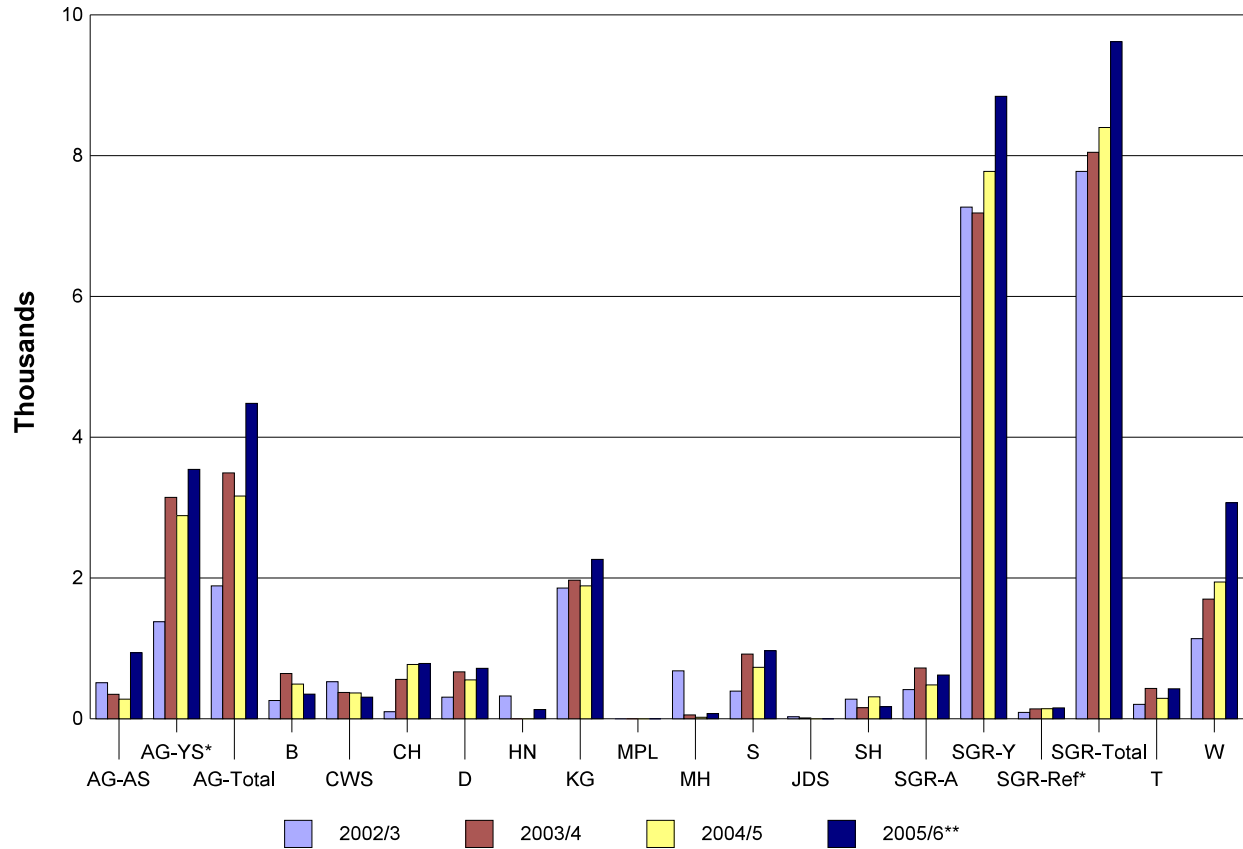
AG-AS	1,544	1,213	-21.44%	966	-20.36%	3,859	299.48%
AG-YS*	1,378	652	-52.69%	1,465	124.69%	383	-73.86%
<b>Total</b>	<b>2,922</b>	<b>1,865</b>	<b>-36.17%</b>	<b>2,431</b>	<b>30.35%</b>	<b>4,242</b>	<b>74.50%</b>

Branch	2002/3	2003/4	% inc/dec	2004/5	% inc/dec	2005/6**	% inc/dec
SGR-A	663	300	-54.75%	375	25.00%	326	-13.07%
SGR-Y	778	471	-39.46%	552	17.20%	461	-16.49%
SGR-Ref*	1,051	899	-14.46%	1,019	13.35%	613	-39.84%
<b>Total</b>	<b>2,492</b>	<b>1,670</b>	<b>-32.99%</b>	<b>1,946</b>	<b>16.53%</b>	<b>1,400</b>	<b>-28.06%</b>

\* Includes ebranch Information Questions

\*\* Patron Account Inquiries tracked separately from January 2006

## APPENDIX B11 Program / Tour Bookings by Branch 2002-2006 (Graphical)



\* Includes ebranch Information Questions

\*\* Patron Account Inquiries tracked separately from January 2006

**APPENDIX B12**  
**Program / Tour Bookings by Branch 2002-2006**  
**(Tabular)**

Branch	2002/3	2003/4	% inc/dec	2004/5	% inc/dec	2005/6**	% inc/dec
AG-AS	511	348	-31.90%	279	-19.83%	938	236.20%
AG-YS *	1,378	3,145	128.23%	2,886	-8.24%	3,542	22.73%
B	260	643	147.31%	492	-23.48%	350	-28.86%
CWS	527	374	-29.03%	366	-2.14%	308	-15.85%
CH	101	559	453.47%	771	37.92%	785	1.82%
D	306	667	117.97%	552	-17.24%	716	29.71%
HN	324	0		0		132	
KG	1,858	1,970	6.03%	1,888	-4.16%	2,264	19.92%
MPL	0	1		0		0	
MH	681	54	-92.07%	21	-61.11%	73	247.62%
S	394	918	132.99%	732	-20.26%	966	31.97%
JDS	29	12	-58.62%	0		0	
SH	278	156	-43.88%	312	100.00%	171	-45.19%
SGR-A	414	721	74.15%	481	-33.29%	622	29.31%
SGR-Y	7,270	7,185	-1.17%	7,775	8.21%	8,842	13.72%
SGR-Ref*	91	141	54.95%	144	2.13%	154	6.94%
T	204	431	111.27%	291	-32.48%	426	46.39%
W	1,137	1,701	49.60%	1,943	14.23%	3,069	57.95%
BXM							
HB-AG							
HB-HN							
<b>Total</b>	<b>15,763</b>	<b>19,026</b>	<b>20.70%</b>	<b>18,933</b>	<b>-0.49%</b>	<b>23,358</b>	<b>23.37%</b>

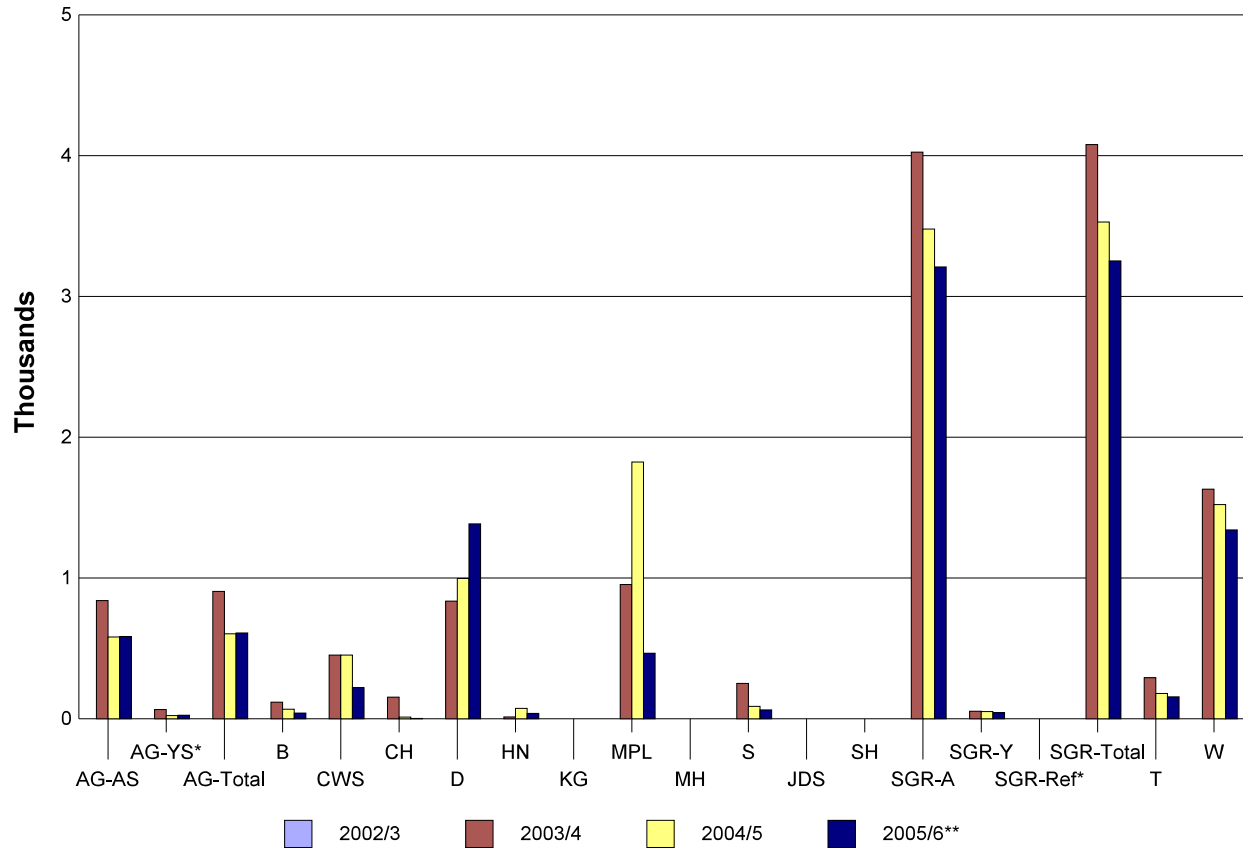
AG-AS	511	348	-31.90%	279	-19.83%	938	236.20%
AG-YS*	1,378	3,145	128.23%	2,886	-8.24%	3,542	22.73%
<b>Total</b>	<b>1,889</b>	<b>3,493</b>	<b>84.91%</b>	<b>3,165</b>	<b>-9.39%</b>	<b>4,480</b>	<b>41.55%</b>

Branch	2002/3	2003/4	% inc/dec	2004/5	% inc/dec	2005/6**	% inc/dec
SGR-A	414	721	74.15%	481	-33.29%	622	29.31%
SGR-Y	7,270	7,185	-1.17%	7,775	8.21%	8,842	13.72%
SGR-Ref*	91	141	54.95%	144	2.13%	154	6.94%
<b>Total</b>	<b>7,775</b>	<b>8,047</b>	<b>3.50%</b>	<b>8,400</b>	<b>4.39%</b>	<b>9,618</b>	<b>14.50%</b>

\* Includes ebranch Information Questions

\*\* Patron Account Inquiries tracked separately from January 2006

## APPENDIX B13 Renewals at Information Desk by Branch 2002-2006 (Graphical)



\* Includes ebranch Information Questions

\*\* Patron Account Inquiries tracked separately from January 2006

**APPENDIX B14**  
**Renewals at Information Desk by Branch 2002-2006**  
**(Tabular)**

Branch	2002/3	2003/4	% inc/dec	2004/5	% inc/dec	2005/6**	% inc/dec
AG-AS		839		581	-30.75%	584	0.52%
AG-YS*		66		23	-65.15%	25	8.70%
B		118		68	-42.37%	40	-41.18%
CWS		452		452	0.00%	221	-51.11%
CH		154		12	-92.21%	2	-83.33%
D		836		996	19.14%	1,384	38.96%
HN		13		74	469.23%	38	-48.65%
KG							
MPL		953		1,824	91.40%	465	-74.51%
MH							
S		251		88	-64.94%	63	-28.41%
JDS							
SH							
SGR-A		4,025		3,478	-13.59%	3,209	-7.73%
SGR-Y		54		51	-5.56%	43	-15.69%
SGR-Ref*							
T		292		180	-38.36%	156	-13.33%
W		1,631		1,522	-6.68%	1,342	-11.83%
BXM							
HB-AG							
HB-HN							
<b>Total</b>		<b>9,684</b>		<b>9,349</b>	<b>-3.46%</b>	<b>7,572</b>	<b>-19.01%</b>

AG-AS		839		581	-30.75%	584	0.52%
AG-YS*		66		23	-65.15%	25	8.70%
<b>Total</b>		<b>905</b>		<b>604</b>	<b>-33.26%</b>	<b>609</b>	<b>0.83%</b>

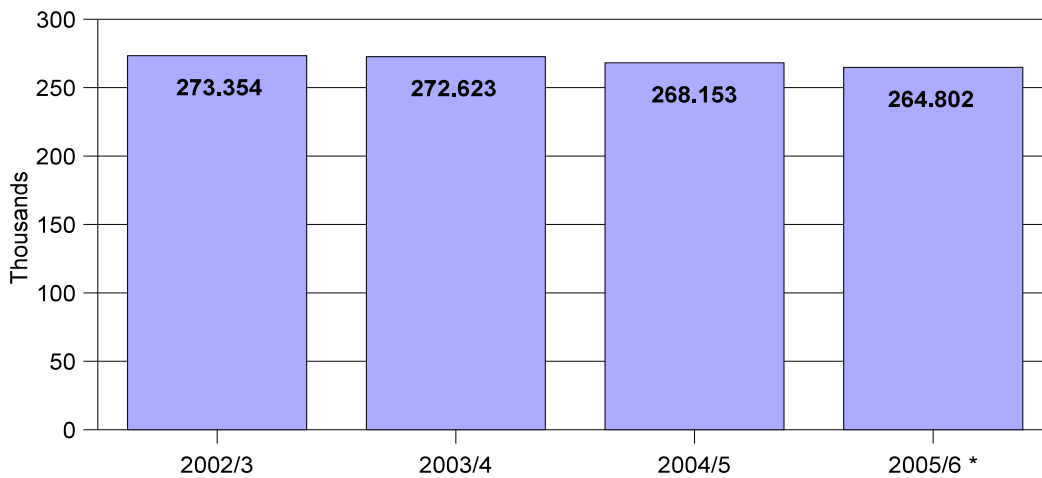
Branch	2002/3	2003/4	% inc/dec	2004/5	% inc/dec	2005/6**	% inc/dec
SGR-A		4,025		3,478	-13.59%	3,209	-7.73%
SGR-Y		54		51	-5.56%	43	-15.69%
SGR-Ref*							
<b>Total</b>		<b>4,079</b>		<b>3,529</b>	<b>-13.48%</b>	<b>3,252</b>	<b>-7.85%</b>

\* Includes ebranch Information Questions

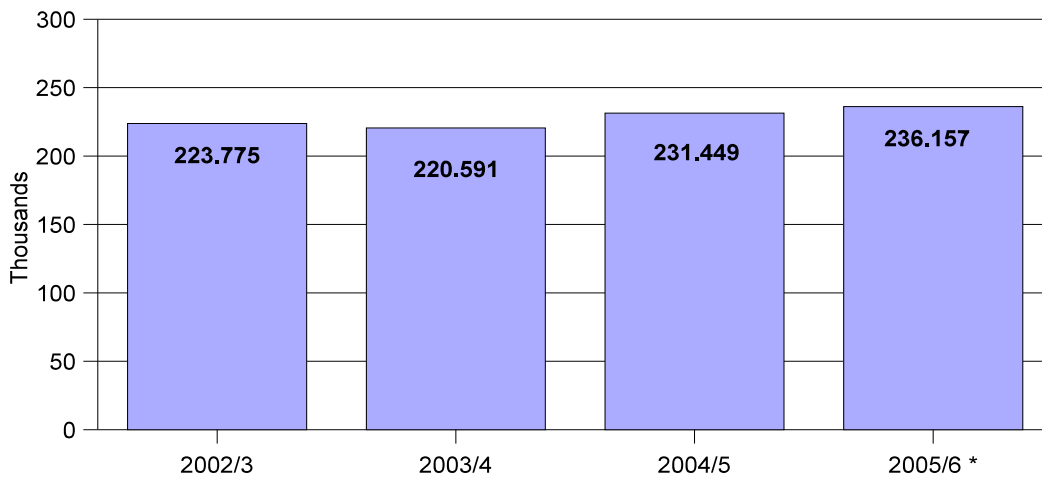
\*\* Patron Account Inquiries tracked separately from January 2006

## APPENDIX C1 Total Information Activities System-Wide 2002-2006

### Total All Information Activities Except Information Questions



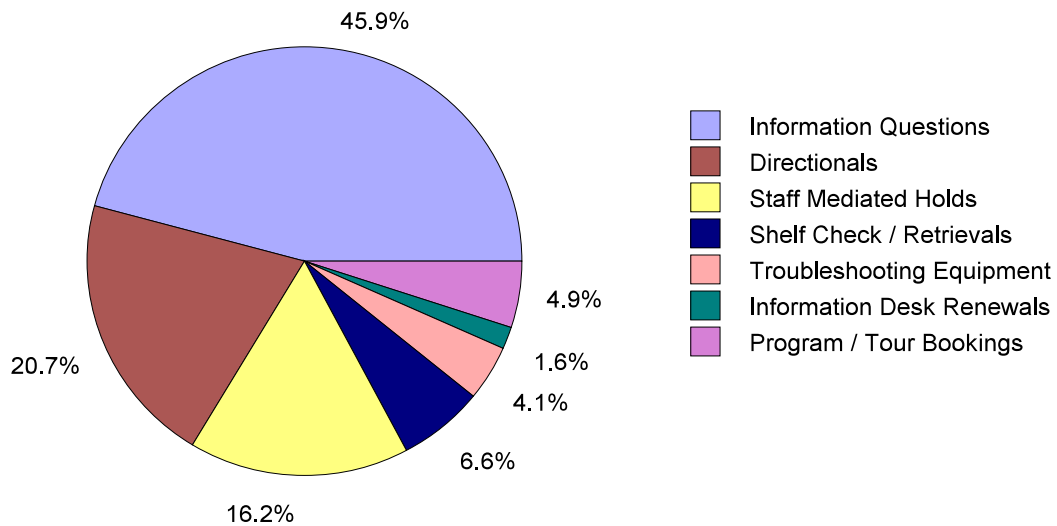
### Total Information Questions - All Branches



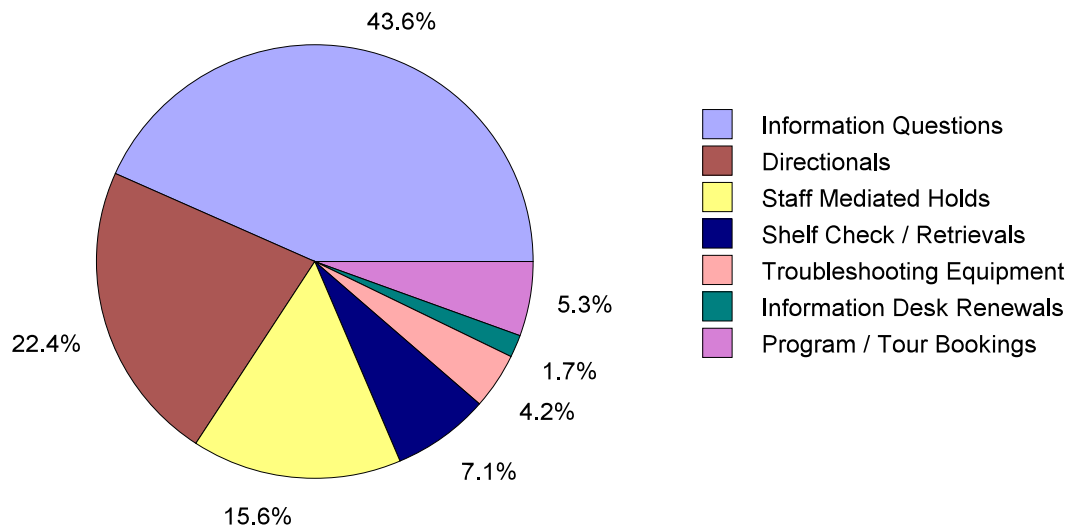
\* Patron Account Inquiries tracked separately from January 2006.

## APPENDIX C2 Information Activities System-Wide 2005-06

### System Less SGR-Ref

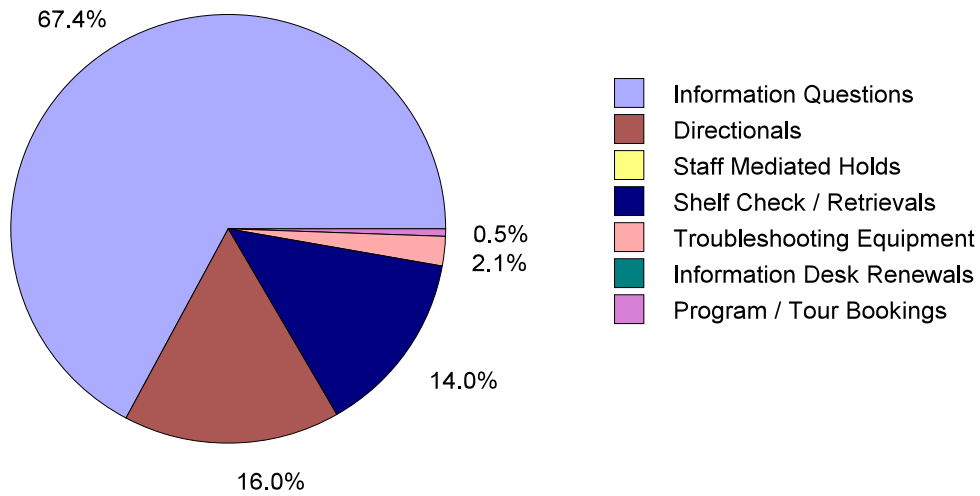


### System Less Home Delivery Services and SGR-Ref

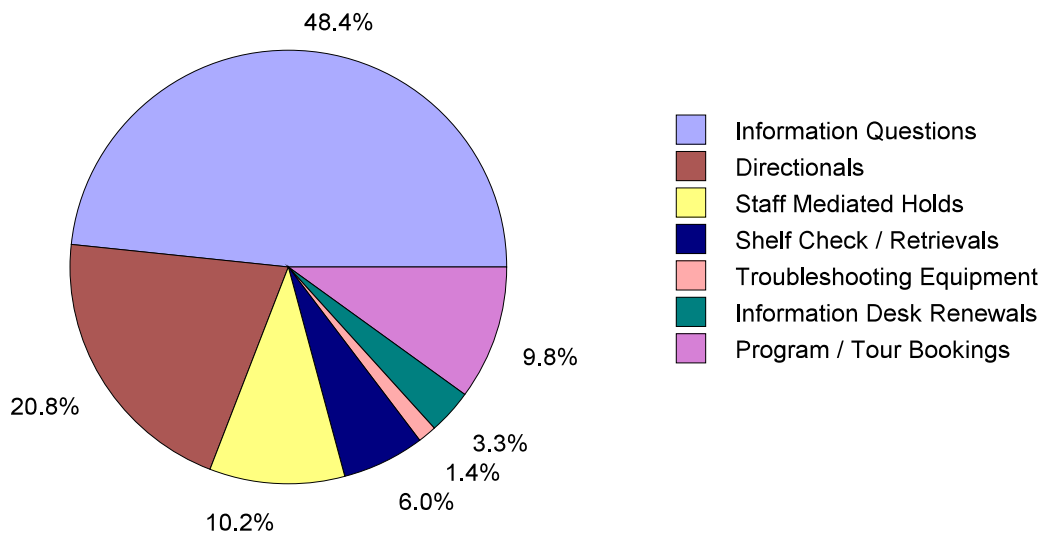


## APPENDIX C3 Information Activities for Spring Garden Road 2005-06

### Reference Only



### Total Branch



## APPENDIX D1

### How Information Questions are Received (Tabular)

<i>Branch</i>	<i>In Person</i>	<i>Phone</i>	<i>Branch Inquiry</i>	<i>E-mail</i>	<i>Chat</i>	<i>Mail</i>	<i>Profile</i>	<i>Total</i>
AG-AS	834 (82.2%)	175 (17.2%)	6 (0.6%)	-	-	-	-	1,015
AG-YS	259 (65.0%)	41 (10.0%)	13 (3.25%)	4 (1.0%)	83 (20.8%)	-	-	400
B	417 (92.0%)	36 (8.0%)	-	-	-	-	-	453
CWS	194 (85.5%)	33 (14.5%)	-	-	-	-	-	227
CH	621 (93.6%)	39 (5.9%)	3 (0.5%)	-	-	-	-	663
DN	77 (82.8%)	16 (17.2%)	-	-	-	-	-	93
HN	210 (94.6%)	11 (4.9%)	1 (0.5%)	-	-	-	-	222
JDS	92 (90.2%)	10 (9.8%)	-	-	-	-	-	102
KG	1,350 (90.5%)	140 (9.4%)	1 (0.1%)	-	-	-	-	1,491
MH	60 (89.5%)	7 (10.5%)	-	-	-	-	-	67
S	628 (90.5%)	64 (9.2%)	2 (0.3%)	-	-	-	-	694
SH	64 (79.0%)	17 (21.0%)	-	-	-	-	-	81
SG-A	806 (87.9%)	108 (11.8%)	3 (0.3%)	-	-	-	-	917
SG-Y	387 (94.8%)	20 (4.9%)	1 (0.25%)	-	-	-	-	408
SG-Ref	537 (63.2%)	232 (27.3%)	42 (4.9%)	39 (4.6%)	-	-	-	850

<b>Branch</b>	<b>In Person</b>	<b>Phone</b>	<b>Branch Inquiry</b>	<b>E-mail</b>	<b>Chat</b>	<b>Mail</b>	<b>Profile</b>	<b>Total</b>
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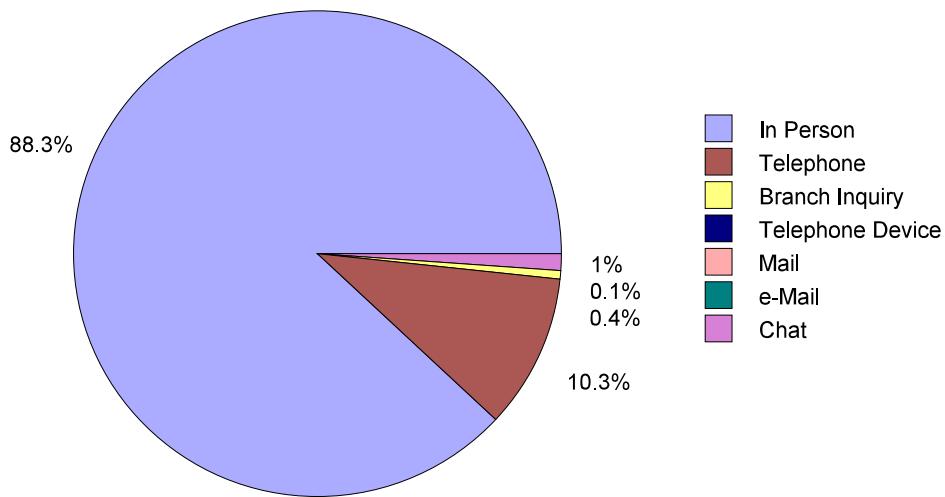
T	467 (89.8%)	52 (10%)	1 (0.2%)	-	-	-	-	520
W	528 (90.7%)	54 (9.3%)	-	-	-	-	-	582
MPL	81 (100%)	-	-	-	-	-	-	81
BxM	-	60 (21.5%)	-	-	-	47 (17.0%)	171 (61.5%)	278
HB-AG	-	18 (2.0%)	-	-	-	-	880 (98%)	898
HB-HN	-	2 (2.0%)	-	-	-	-	80 (98%)	82
HB-S	-	2 (6.9%)	-	-	-	-	27 (93.1%)	29
<b>Totals</b>	7,612	1,137	73	43	83	47	1,158	10,153
<b>System</b>	74.97%	11.20%	0.72%	0.42%	0.82%	0.46%	11.41%	100%
<b>Total (excl. SG-Ref)</b>	76.05%	9.73%	0.33%	0.04%	0.89%	0.51%	12.45%	100%

AG-AS	834 (82.2%)	175 (17.2%)	6 (0.6%)	-	-	-	-	1,015
AG-YS	259 (65.0%)	41 (10.0%)	13 (3.25%)	4 (1.0%)	83 (20.8%)	-	-	400
<b>AG-Total</b>	<b>1,093 (77.2%)</b>	<b>216 (15.3%)</b>	<b>19 (1.3%)</b>	<b>4 (0.3%)</b>	<b>83 (5.9%)</b>	-	-	<b>1,415</b>

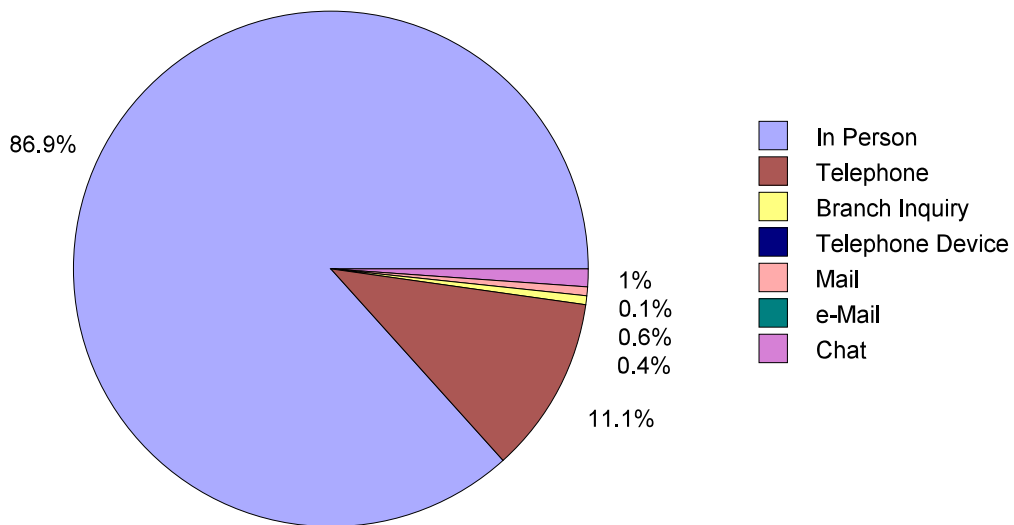
SGR-A	806 (87.9%)	108 (11.8%)	3 (0.3%)	-	-	-	-	917
SGR-Y	387 (94.8%)	20 (4.9%)	1 (0.25%)	-	-	-	-	408
SGR-Ref	537 (63.2%)	232 (27.3%)	42 (4.9%)	39 (4.6%)	-	-	-	850
<b>SGR-Total</b>	<b>1,730 (79.5%)</b>	<b>360 (16.6%)</b>	<b>46 (2.1%)</b>	<b>39 (1.8%)</b>	-	-	-	<b>2,175</b>

## APPENDIX D2 All Branches Information Question Types for the Period of October 16-30, 2006

### Excluding Home Delivery Services and SGR-Ref



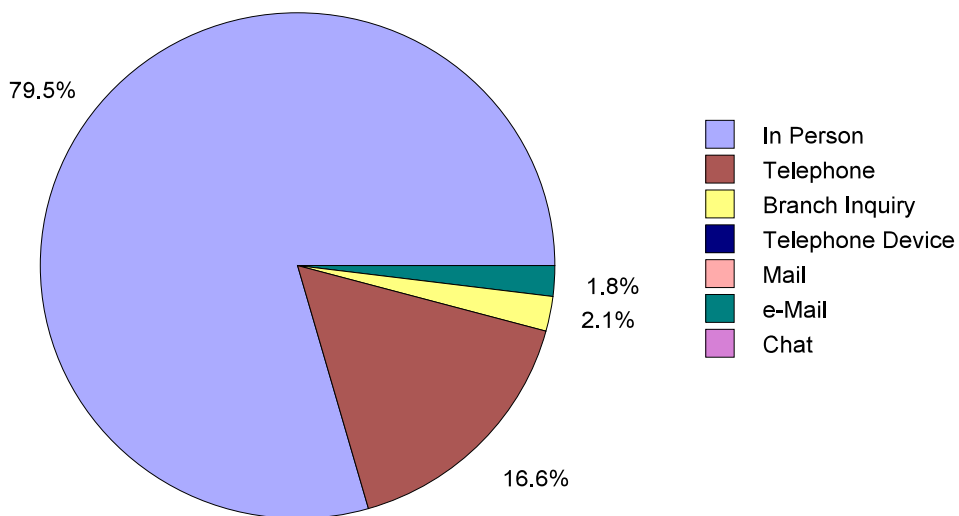
### Excluding SGR-Ref Only



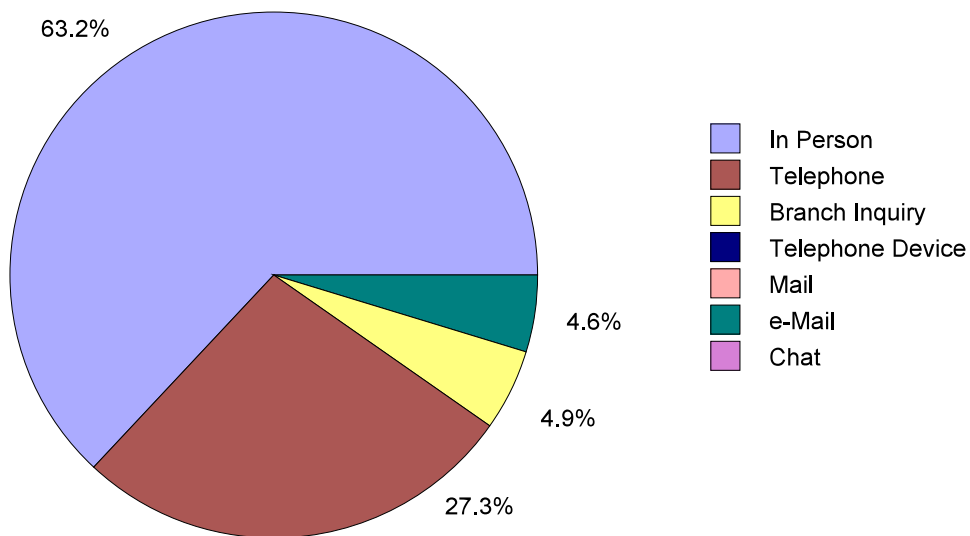
## APPENDIX D3

### Spring Garden Road Information Question Types for the Period of October 16-30, 2006

**Total Branch**



**SGR-Ref Only**



## APPENDIX E1

### Breakdown of Time Required to Answer Information Questions (Number of Questions by Category)

*85% of Information Questions take less than six (6) minutes to answer.*

<i>Branch</i>	<i>A (1 - 3)</i>	<i>B (4 - 6)</i>	<i>C (7 - 9)</i>	<i>D (10-12)</i>	<i>E (13-15)</i>	<i>F (16-18)</i>	<i>G (19-21)</i>	<i>H (22+)</i>	<i>Tot Ques</i>	<i>PAI *</i>
AG-AS	508	322	122	37	6	6	8	6	1,015	39
AG-YS	185	125	45	25	16		1	5	402	5
B	296	124	21	4	3	2	2	1	453	4
CWS	114	65	27	11	5		2	3	227	0
CH	356	189	76	24	11	3	2	2	663	1
DN	77	7	8	1					93	6
HN	112	51	28	15	6	4	1	1	218	4
JDS	46	39	12	4	1				67	0
KG	826	462	122	47	22	2	2	3	1,486	21
MH	41	20	3	2	1				67	0
S	428	181	57	15	10	3	1		695	9
SH	51	14	8	3	2	1		1	80	1
SGR-A	666	183	43	11	8	1	2	2	916	80
SGR-Y	235	119	33	13	5	1	2		408	6
SGR-Ref	363	269	80	62	29	8	17	22	850	3
T	280	156	52	23	6		2	1	520	51
W	342	196	33	7	2			2	582	9
MPL	48	29	2	1			1		81	0
<b>Totals</b>	<b>4,974</b>	<b>2,551</b>	<b>772</b>	<b>305</b>	<b>133</b>	<b>31</b>	<b>43</b>	<b>49</b>	<b>8,858</b>	<b>239</b>

<i>Branch</i>	<i>A (1 - 3)</i>	<i>B (4 - 6)</i>	<i>C (7 - 9)</i>	<i>D (10-12)</i>	<i>E (13-15)</i>	<i>F (16-18)</i>	<i>G (19-21)</i>	<i>H (22+)</i>	<i>Tot Ques</i>	<i>PAI *</i>
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AG-AS	508	322	122	37	6	6	8	6	1,015	39
AG-YS	185	125	45	25	16		1	5	402	5
<b>AG-Total</b>	<b>693</b>	<b>447</b>	<b>167</b>	<b>62</b>	<b>22</b>	<b>6</b>	<b>9</b>	<b>11</b>	<b>1,417</b>	<b>44</b>

SGR-A	666	183	43	11	8	1	2	2	916	80
SGR-Y	235	119	33	13	5	1	2		408	6
SGR-Ref	363	269	80	62	29	8	17	22	850	3
<b>SGR-Total</b>	<b>1,264</b>	<b>571</b>	<b>156</b>	<b>86</b>	<b>42</b>	<b>10</b>	<b>21</b>	<b>24</b>	<b>2,174</b>	<b>89</b>

\* Patron Account Inquiry (as of January 2006, these are tracked separately)

## APPENDIX E2

### Breakdown of Time Required to Answer Information Questions (Percentage by Category)

<i>Branch</i>	<i>A (1 - 3)</i>	<i>B (4 - 6)</i>	<i>C (7 - 9)</i>	<i>D (10-12)</i>	<i>E (13-15)</i>	<i>F (16-18)</i>	<i>G (19-21)</i>	<i>H (22+)</i>	<i>Tot Ques</i>	<i>PAI *</i>
AG-AS	50.0%	32.0%	12.0%	3.6%	0.6%	0.6%	0.8%	0.6%	1,015	4.0%
AG-YS	46.0%	31.1%	11.2%	6.2%	4.0%		0.3%	1.0%	402	1.0%
B	65.3%	27.4%	4.6%	0.9%	0.7%	0.4%	0.4%	0.2%	453	0.9%
CWS	50.0%	29.0%	12.0%	5.0%	2.0%		9.0%	1.0%	227	0.0%
CH	53.7%	28.5%	11.0%	3.6%	2.0%	0.5%	0.3%	0.3%	663	0.2%
DN	83.0%	7.5%	8.6%	1.0%					93	6.4%
HN	51.0%	23.0%	13.0%	7.0%	3.0%	2.0%	0.4%	0.4%	218	2.0%
JDS	45.0%	38.0%	12.0%	4.0%	1.0%				102	0.0%
KG	55.6%	31.0%	8.0%	3.0%	1.5%	0.1%	0.1%	0.2%	1,486	1.4%
MH	61.0%	30.0%	4.5%	3.0%	1.5%				67	0.0%
S	62.0%	26.0%	8.0%	2.0%	1.4%	0.4%	0.1%		695	1.3%
SH	63.8%	17.5%	10.0%	3.8%	2.5%	1.3%	0.5%		80	1.2%
SGR-A	72.7%	20.0%	4.7%	1.2%	0.9%	0.1%	0.2%	0.2%	916	9.0%
SGR-Y	57.6%	29.2%	8.1%	3.2%	1.2%	0.3%	0.5%		408	1.5%
SGR-Ref	43.0%	32.0%	0.9%	7.0%	3.0%	0.9%	2.0%	3.0%	850	0.4%
T	53.8%	30.0%	10.0%	4.4%	1.2%		0.4%	0.2%	520	9.8%
W	58.8%	33.7%	5.7%	1.2%	0.3%			0.3%	582	1.5%
MPL	59.2%	35.0%	2.4%	1.2%			1.2%		81	0.0%
<b>Totals</b>	<b>56.2%</b>	<b>28.8%</b>	<b>8.7%</b>	<b>3.4%</b>	<b>1.5%</b>	<b>0.4%</b>	<b>0.5%</b>	<b>0.6%</b>	<b>8,858</b>	
<b>Total Excluding SGR-Ref</b>	<b>57.6%</b>	<b>28.5%</b>	<b>8.6%</b>	<b>3.0%</b>	<b>1.3%</b>	<b>0.3%</b>	<b>0.3%</b>	<b>0.3%</b>	<b>100.0%</b>	

<i>Branch</i>	<i>A (1 - 3)</i>	<i>B (4 - 6)</i>	<i>C (7 - 9)</i>	<i>D (10-12)</i>	<i>E (13-15)</i>	<i>F (16-18)</i>	<i>G (19-21)</i>	<i>H (22+)</i>	<i>Tot Ques</i>	<i>PAI *</i>
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AG-AS	50.0%	32.0%	12.0%	3.6%	0.6%	0.6%	0.8%	0.6%	1,015	4.0%
AG-YS	46.0%	31.1%	11.2%	6.2%	4.0%		0.3%	0.1%	402	1.0%
<b>AG-Total</b>	<b>48.9%</b>	<b>31.5%</b>	<b>11.8%</b>	<b>4.4%</b>	<b>1.6%</b>	<b>0.4%</b>	<b>0.6%</b>	<b>0.8%</b>	<b>1,417</b>	<b>3.1%</b>

SGR-A	72.7%	20.0%	4.7%	1.2%	0.9%	0.1%	0.2%	0.2%	916	9.0%
SGR-Y	57.6%	29.2%	8.1%	3.2%	1.2%	0.3%	0.5%		408	1.5%
SGR-Ref	43.0%	32.0%	0.9%	7.0%	3.0%	0.9%	2.0%	3.0%	850	0.4%
<b>SGR-Total</b>	<b>58.0%</b>	<b>26.3%</b>	<b>7.2%</b>	<b>3.9%</b>	<b>1.9%</b>	<b>0.4%</b>	<b>0.9%</b>	<b>1.0%</b>	<b>2,174</b>	<b>4.0%</b>

\* Patron Account Inquiry (as of January 2006, these are tracked separately)

## APPENDIX F1

### All Branches Information Questions Snapshot (July 4-16, 2005)

<b>All Branches</b> <i>(excluding SG-Ref &amp; HDS)</i>
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<i>Category</i>	#	%
Known Items	2934	43.03%
Technology Instruction	715	10.49%
Readers Advisory	521	7.64%
Circulation	394	5.78%
Services & Policies	295	4.33%
Bibliographic Instruction	259	3.80%
Do-it-Yourself	237	3.48%
Ready Reference	189	2.77%
Science	165	2.42%
Recreation	161	2.36%
Arts & Entertainment	136	1.99%
Health & Medicine	95	1.39%
Technology	74	1.09%
Soc & Philosophy	63	0.92%
Literature	61	0.89%
Local History & Genealogy	58	0.85%
History	54	0.79%
Earth Sciences	51	0.75%
Programs - Ext.	43	0.63%
Psychology	42	0.62%
Career Information	40	0.59%
Travel	39	0.57%
Consumer Info	36	0.53%

<b>SG-Ref</b>
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<i>Category</i>	#	%
Known Items	101	17.24%
Ready Reference	88	15.02%
Technology Instruction	72	12.29%
Local History & Genealogy	54	9.22%
Bibliographic Instruction	37	6.31%
Arts & Entertainment	26	4.44%
Do-it-Yourself	23	3.92%
Consumer Info	22	3.75%
Government & Law	20	3.41%
Business	18	3.07%
Literature	18	3.07%
Services & Policies	18	3.07%
Recreation	15	2.56%
Career Information	13	2.22%
Earth Sciences	11	1.88%
History	11	1.88%
Circulation	9	1.54%
Health & Medicine	8	1.37%
Travel	8	1.37%
Science	6	1.02%
Religion	4	0.68%
Soc & Philosophy	2	0.34%
Parenting	1	0.17%

**All Branches  
(excluding SG-Ref & HDS)**

<b>Category</b>	<b>#</b>	<b>%</b>
Pets	36	0.53%
Business	31	0.45%
Religion	31	0.45%
Government & Law	30	0.44%
Parenting	15	0.22%
Supernatural	13	0.19%
<b>TOTALS:</b>	<b>6,818</b>	<b>100.00%</b>

**SG-Ref**

<b>Category</b>	<b>#</b>	<b>%</b>
Readers Advisory	1	0.17%
Pets	0	0.00%
Programs - Ext.	0	0.00%
Psychology	0	0.00%
Supernatural	0	0.00%
Technology	0	0.00%
<b>TOTALS:</b>	<b>586</b>	<b>100.00%</b>

## APPENDIX F2

### All Branches Information Questions Snapshot (October 16-30, 2005)

<b>All Branches (excluding SG-Ref &amp; HDS)</b>
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Category	#	%
Known Items	2427	30.06%
Technology Instruction	1006	12.46%
Bibilographic Instruction	499	6.18%
Circulation	422	5.23%
History	396	4.90%
Ready Reference	366	4.53%
Do-it-Yourself	358	4.43%
Readers Advisory	306	3.79%
Services & Policies	292	3.62%
Science	290	3.59%
Arts & Entertainment	288	3.57%
Recreation	199	2.46%
Health & Medicine	199	2.46%
Soc & Philosophy	179	2.22%
Technology	115	1.42%
Literature	111	1.37%
Religion	99	1.23%
Local History & Genealogy	98	1.21%
Government & Law	59	0.73%
Travel	58	0.72%

<b>SG-Ref</b>
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Category	#	%
Technology Instruction	139	17.48%
Ready Reference	138	17.36%
Bibilographic Instruction	110	13.84%
Known Items	92	11.57%
History	52	6.54%
Local History & Genealogy	43	5.41%
Government & Law	25	3.14%
Literature	25	3.14%
External Org.	20	2.52%
Earth Sciences	19	2.39%
Services & Policies	18	2.26%
Consumer Info	17	2.14%
Arts & Entertainment	13	1.64%
Business	12	1.51%
Health & Medicine	12	1.51%
Soc & Philosophy	12	1.51%
Recreation	10	1.26%
Circulation	9	1.13%
Career Info	8	1.01%
Science	5	0.63%

**All Branches  
(excluding SG-Ref & HDS)**

<b>Category</b>	<b>#</b>	<b>%</b>
Consumer Info	50	0.62%
Business	46	0.57%
Psychology	41	0.51%
Career Info	37	0.46%
External Org.	34	0.42%
Earth Sciences	33	0.41%
Pets	32	0.40%
Supernatural	27	0.33%
Parenting	8	0.10%
<b>TOTALS:</b>	<b>8075</b>	<b>100.00%</b>

**SG-Ref**

<b>Category</b>	<b>#</b>	<b>%</b>
Technology	5	0.63%
Religion	4	0.50%
Psychology	2	0.25%
Supernatural	2	0.25%
Travel	2	0.25%
Do-it-Yourself	1	0.13%
Pets	0	0.00%
Readers Advisory	0	0.00%
Parenting	0	0.00%
<b>TOTAL:</b>	<b>795</b>	<b>100.00%</b>

**APPENDIX F3**  
**Individual Branches Information Questions Snapshot**  
**(July 4-16, 2005)**

<b>MH</b>			<b>CH</b>			<b>KG</b>		
<b>Category</b>	<b>#</b>	<b>%</b>	<b>Category</b>	<b>#</b>	<b>%</b>	<b>Category</b>	<b>#</b>	<b>%</b>
Known Items	33	29.73%	Known Items	262	52.09%	Known Items	421	32.69%
Readers Advisory	15	13.51%	Readers Advisory	55	10.93%	Technology Instruction	215	16.69%
Technology Instruction	14	12.61%	Technology Instruction	29	5.77%	Readers Advisory	107	8.31%
Ready Reference	8	7.21%	Biblio. Instruction	23	4.57%	Services & Policies	89	6.91%
Arts & Entertain't	5	4.50%	Do-it-Yourself	22	4.37%	Biblio. Instruction	70	5.43%
Earth Sciences	4	3.60%	Science	18	3.58%	Do-it-Yourself	54	4.19%
Literature	4	3.60%	Recreation	12	2.39%	Ready Reference	52	4.04%
Recreation	4	3.60%	Circulation	11	2.19%	Circulation	24	1.86%
Technology	4	3.60%	Health & Medicine	9	1.79%	Science	23	1.79%
Biblio. Instruction	3	2.70%	Technology	9	1.79%	Recreation	22	1.71%
Circulation	3	2.70%	Services& Policies	8	1.59%	Soc & Philosophy	21	1.63%
Do-it-Yourself	3	2.70%	Ready Ref	7	1.39%	Arts & Entertain't	18	1.40%
History	2	1.80%	Arts & Entertain't	7	1.39%	Consumer Information	15	1.16%
Services& Policies	2	1.80%	History	5	0.99%	Literature	14	1.09%
Science	2	1.80%	Local History & Genealogy	5	0.99%	Health & Medicine	13	1.01%
Business	1	0.90%	Career Information	4	0.80%	Business	12	0.93%
Career Information	1	0.90%	Travel	4	0.80%	Psychology	12	0.93%
Local History & Genealogy	1	0.90%	Literature	3	0.60%	Religion	12	0.93%
Pets	1	0.90%	Business	2	0.40%	Career	11	0.85%

<b>MH</b>		
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<b>Category</b>	<b>#</b>	<b>%</b>
Soc & Philosophy	1	0.90%
Consumer Info	0	0.00%
Government & Law	0	0.00%
Health & Med	0	0.00%
Parenting	0	0.00%
External Organizat'n	0	0.00%
Psychology	0	0.00%
Religion	0	0.00%
Supernat'l	0	0.00%
Travel	0	0.00%
<b>TOTALS:</b>	<b>111</b>	<b>100.00%</b>

<b>CH</b>		
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<b>Category</b>	<b>#</b>	<b>%</b>
Consumer Info	2	0.40%
Psychology	2	0.40%
Earth Sciences	1	0.20%
External Organizat'n	1	0.20%
Pets	1	0.20%
Soc & Philosophy	1	0.20%
Govt & Law	0	0.00%
Parenting	0	0.00%
Religion	0	0.00%
Supernat'l	0	0.00%
<b>TOTALS:</b>	<b>503</b>	<b>100.00%</b>

<b>KG</b>		
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<b>Category</b>	<b>#</b>	<b>%</b>
Information		
Local History & Genealogy	11	0.85%
Pets	11	0.85%
External Organizat'n	11	0.85%
Technology	11	0.85%
Travel	11	0.85%
History	9	0.70%
Earth Sci.	8	0.62%
Govt & Law	8	0.62%
Supernat'l	3	0.23%
Parenting	0	0.00%
<b>TOTALS:</b>	<b>1288</b>	<b>100.00%</b>

**APPENDIX F4**  
**Individual Branches Information Questions Snapshot**  
**(October 16-30, 2005)**

<i>MH</i>			<i>CH</i>			<i>KG</i>		
<b>Category</b>	<b>#</b>	<b>%</b>	<b>Category</b>	<b>#</b>	<b>%</b>	<b>Category</b>	<b>#</b>	<b>%</b>
Known Items	18	26.47%	Known Items	208	31.56%	Known Items	335	23.54%
Ready Reference	8	11.76%	Technology Instruction	84	12.75%	Technology Instruction	329	23.12%
Readers Advisory	7	10.29%	Biblio. Instruction	61	9.26%	Science	93	6.54%
Biblio. Instruction	6	8.82%	Readers Advisory	38	5.77%	Services & Policies	87	6.11%
Technology Instruction	6	8.82%	History	31	4.70%	Biblio. Instruction	73	5.13%
Do-it-Yourself	4	5.88%	Recreation	26	3.95%	Raeaders Advisory	61	4.29%
Recreation	3	4.41%	Arts & Entertainm't	22	3.34%	Ready Reference	53	3.72%
Science	3	4.41%	Earth Sciences	21	3.19%	Do-it-Yourself	47	3.30%
Earth Sciences	2	2.94%	Consumer Information	18	2.73%	History	44	3.09%
Services & Policies	2	2.94%	Ready Reference	18	2.73%	Circulation	41	2.88%
External Organizat'n	1	1.47%	Science	15	2.28%	Sociology & Philosophy	34	2.39%
Career Information	1	1.47%	Do-it-Yourself	14	2.12%	Health & Medicine	32	2.25%
Circulation	1	1.47%	Health & Medicine	13	1.97%	Recreation	31	2.18%
History	1	1.47%	Literature	11	1.67%	Arts & Entertainm't	23	1.62%
Local History & Genealogy	1	1.47%	External Organizat'n	9	1.37%	Earth Sciences	22	1.55%
Pets	1	1.47%	Psychology	9	1.37%	Literature	21	1.48%
Religion	1	1.47%	Business	8	1.21%	Consumer Info	14	0.98%
Supernat'l	1	1.47%	Circulation	8	1.21%	Religion	13	0.91%
Technology	1	1.47%	Government & Law	8	1.21%	Technology	11	0.77%
Consumer Information	0	0.00%	Pets	8	1.21%	Career Info	10	0.70%

<b>MH</b>
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<b>CH</b>
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<b>KG</b>
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<b>Category</b>	<b>#</b>	<b>%</b>
Arts & Entertainment	0	0.00%
Business	0	0.00%
Government & Law	0	0.00%
Health & Medicine	0	0.00%
Literature	0	0.00%
Parenting	0	0.00%
Psychology	0	0.00%
Sociology & Philosophy	0	0.00%
Travel	0	0.00%
<b>TOTAL:</b>	<b>68</b>	<b>100.00%</b>

<b>Category</b>	<b>#</b>	<b>%</b>
Technology	8	1.21%
Local History & Genealogy	6	0.91%
Sociology & Philosophy	5	0.76%
Services & Policies	3	0.46%
Career Info	3	0.46%
Supernat'l	2	0.30%
Parenting	1	0.15%
Travel	1	0.15%
Religion	0	0.00%
<b>TOTAL:</b>	<b>659</b>	<b>100.00%</b>

<b>Category</b>	<b>#</b>	<b>%</b>
Local History & Genealogy	10	0.70%
Pets	10	0.70%
Business	9	0.63%
Government & Law	8	0.56%
Psychology	5	0.35%
Travel	3	0.21%
Parenting	2	0.14%
External Org.	2	0.14%
Supernat'l	0	0.00%
<b>TOTAL:</b>	<b>1423</b>	<b>100.00%</b>

## APPENDIX G1 E-Branch Question Analysis

	<b>Total</b>	<b>June 06</b>	<b>May 06</b>	<b>Apr 06</b>	<b>Mar 06</b>	<b>Feb 06</b>	<b>Jan 06</b>	<b>Dec 05</b>	<b>Nov 05</b>	<b>Oct 05</b>	<b>Sep 05</b>	<b>Aug 05</b>	<b>Jul 05</b>
Library Services/ Policies	<b>338</b>	22	28	26	22	31	37	19	35	33	23	32	30
Local History	<b>276</b>	16	21	24	33	26	24	19	26	23	18	31	15
Known Items	<b>270</b>	19	22	14	24	15	23	16	28	19	27	33	30
Biblio. Instruction	<b>88</b>	8	7	8	6	5	11	8	6	3	9	12	5
Circulation	<b>79</b>	6	2	6	3	7	6	6	9	4	6	15	9
Technical	<b>45</b>	1	8	5	5	2	3	-	8	5	5	3	-
Ready Reference	<b>40</b>	3	5	1	3	2	4	-	1	7	5	3	6
Sociology	<b>22</b>	-	-	-	2	1	3	2	1	4	3	1	2
Business	<b>21</b>	-	1	3	-	3	1	1	4	2	-	2	4
Readers Advisory	<b>21</b>	1	3	2	1	-	1	-	1	1	3	4	4
DIY / Self- Instruction	<b>20</b>	2	2	-	1	2	6	1	2	-	-	1	3
Program. External	<b>17</b>	1	-	-	3	1	2	-	1	3	2	3	1
Government & Law	<b>15</b>	1	1	-	2	3	3	2	-	-	1	1	1
Recreation	<b>13</b>	-	1	1	2	1	1	-	2	-	1	1	3
Career Information	<b>10</b>	-	2	1	1	-	1	1	-	-	-	-	4
Health & Medicine	<b>9</b>	-	1	-	2	-	2	-	2	-	1	1	-
History	<b>7</b>	1	2	1	-	1	-	1	2	-	1	-	1
Science	<b>7</b>	1	-	-	-	2	-	1	2	-	-	-	1

	<b>Total</b>	<b>June 06</b>	<b>May 06</b>	<b>Apr 06</b>	<b>Mar 06</b>	<b>Feb 06</b>	<b>Jan 06</b>	<b>Dec 05</b>	<b>Nov 05</b>	<b>Oct 05</b>	<b>Sep 05</b>	<b>Aug 05</b>	<b>Jul 05</b>
Arts and Entertainm't	6	-	-	-	-	-	1	2	-	3	-	-	-
Technology	4	-	-	-	-	1	-	-	1	-	-	1	1
Geography	3	-	1	-	1	-	-	-	-	1	-	-	-
Literature	3	-	-	-	2	-	-	-	-	1	-	-	-
Consumer Information	2	-	-	-	1	-	-	-	-	-	-	1	-
Travel	2	1	-	1	-	-	-	-	-	-	-	-	-
Pets	1	-	-	-	-	-	-	-	-	-	-	1	-
Psychology	1	-	-	-	-	-	1	-	-	-	-	-	-
Religion	1	-	1	-	-	-	-	-	-	-	-	-	-
Supernatural	1	-	-	-	-	-	1	-	-	-	-	-	-
Parenting	-	-	-	-	-	-	-	-	-	-	-	-	-
Referred Homework Help	71	8	4	10	7	4	5	1	7	6	6	2	11
Referred Circulation	341	25	28	27	38	19	37	29	21	39	25	30	23
<b>Total</b>	<b>1734</b>	<b>116</b>	<b>140</b>	<b>130</b>	<b>159</b>	<b>126</b>	<b>173</b>	<b>109</b>	<b>159</b>	<b>154</b>	<b>136</b>	<b>178</b>	<b>154</b>

## ENDNOTES

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<sup>16</sup> OCLC Marketing Staff, "Content, Not Containers,"

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