

SCAN OF OREGON LIBRARIES

Prepared for the Oregon Library Association
Vision 2010 Committee

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INTRODUCTION

This scan of Oregon libraries has been prepared for the Oregon Library Association's (OLA) *Vision 2010 Committee*. With the external scan and the library profession megatrends scan, the library scan is a part of the backdrop for developing the *OLA 2010* plan.

Data and the analysis of data about libraries of all types in Oregon are not comprehensive. Thankfully, the Oregon State Library (OSL) Web site and several documents prepared by the State Librarian and staff provided a starting place for research. The statistical report data files and the library directories were essential for developing profiles of academic, special and public libraries. Oregon libraries also have a strong Web presence, with their individual home pages, plus those of parent institutions and professional library associations, organizations, networks and projects.

Methodology

This paper is the result of research conducted from October through December 1999. It began with several documents forwarded from Jim Scheppke, the State Librarian and my analysis of selected annual statistical data files on the Oregon State Library web page. The range of the search had to broaden greatly, simply to describe the current condition of types of libraries in Oregon. This was especially necessary for developing the profile of school libraries. "Selected Resources Consulted" cites the most informative and frequented resources.

My search broadened to include:

- reviewing the Web sites of state and chapter professional library organizations, Oregon library consortia and the Oregon Department of Education (ODE).
- conducting an on-line literature search pertaining to Oregon libraries in *Library Literature*
- locating and examining selected national data and analyses of libraries for comparative purposes
- speaking with several ODE representatives in search of school library/media center information.

Statistical and Library Directory Source Material

Data for the profile is, at best, only as recent as FY 1997/98. Furthermore, the reliability of the annual statistical reports from individual libraries may vary.

Except as otherwise noted, the number of academic, special and public libraries reported is tallied from the lists in the Academic Library Directory, Special Library Directory and

Public Library Directory on the OSL Web page.¹ Quantitative data about academic, special and public libraries in Oregon are from the annual statistical reports compiled by the OSL and available on its Web site.² There are various years available for all three types of libraries. I used the following available files for the reasons noted.

- Academic Libraries, Special libraries, FY 1996/97
 - These were the latest files available for these types of libraries
- Public libraries:
 - FY 1997/98, the latest available file for public libraries
 - FY 1992/93, for comparative purposes
 - FY 1996/97, for the combined academic, special and public library figures given in the Executive Summary profile of libraries.

I also did an analysis of selected public library variables reported in the FY 1997/98 statistical report to extract the findings related to public libraries by size of population served.

- School libraries:

The school library research took a different path and resulted in a different looking profile. Much of the data and information found about schools and school libraries was obtained through the ODE page³ and its links.

Presentation of Findings

The findings of my research are organized in profiles by type of library. There is also a professional/educational profile. The search for profile information also unearthed initiatives of libraries. There is considerable common ground in the literature reviewed about what issues lie ahead for libraries. Time constraints kept me from providing a narrative for these, but I have listed them in each library profile and briefly outlined the common ground of issues and initiatives in “Issues Ahead,” the final section of the scan.

¹ Oregon State Library, Salem, Oregon; available from <http://www.osl.state.or.us/libdev/libdev.html>; Internet; accessed 30 December 1999.

² Ibid.

³ Oregon Department of Education, Salem, Oregon; Internet: available from <http://www.ode.state.or.us/>; accessed 13 January 2000

OREGON LIBRARIES: EXECUTIVE SUMMARY

Except for school libraries, there is evidence that library services and resources in Oregon have improved during the last decade.⁴ For example, more Oregonians reside in communities with legally established libraries at the end of the decade than at its beginning. The majority of Oregon libraries offer Internet access to the public. State funding, services to children and the use of libraries by children have increased. Borrowing of library materials has increased and the sharing of library resources has risen dramatically.

Still, there are gaps in library service in Oregon and of course many challenges ahead for libraries of all types. Reliable, relevant data and analysis of data about libraries is needed. Other sectors, both public and private, are ahead of the library community in responding to funding authorities' expectations of accountability. The lack of self-knowledge and service impact has the potential for hurting libraries when it comes to funding and opportunity.

1. Digital Collections, Remote Access, Resource Sharing

More Oregonians than ever before have access to collections and information services of the majority of Oregon's academic and public libraries. This has been made possible through the continuing development of a strong resource-sharing infrastructure. The infrastructure development, aided by Library Services and Construction Act (LSCA) and Library Services Technology Act (LSTA) funding administered by the Oregon State Library, has included:

- Shared automated systems and county-wide automated systems
- Resource sharing protocols
- Statewide database licensing
- Oregon Reference Link
- Catalog access via the Internet and Web information and reference sources
- Consortia such as PORTALS and Orbis and library cooperatives
- Statewide ground courier delivery system

It is evident that Oregon libraries are providing far more to customers through electronic collections, remote access, and Web resources than ever before. However, the extent of this is not yet quantifiable.

2. School libraries: obscure presence

Oregon school libraries have become obscure. It is hard to find information about them in the Oregon library and education literature, or on the Web or by talking with officials in education. The 44-page *Oregon Report Card, 1998-99: An Annual Report to the State*

⁴ Jim Schepke, "OLA Vision 2000 Outcomes" (draft 1) April 29, 1999, Salem, Oregon State Library, Oregon

*Legislature on Oregon Public Schools*⁵ makes no mention of libraries. The same report announces the “Oregon Reading Initiative.”

The last quantifiable presence of school library media centers in Oregon was for the 1993/94 fiscal year. At that time, Oregon reportedly had library media centers in 99.7 percent of its public schools, and ranked sixth highest state in the nation for the percentage (26%) of schools having at least a part-time librarian or media specialist (13.5% for the nation). The presence of certified school library media specialists has declined dramatically (by over 20 percent) in the last decade, along with library support staff. However, the student population has increased by almost 9 percent, teachers by about 1.5 percent, and schools, about 5 percent.

3. Technology

Technology-- getting it, trying to manage it and dealing with its consequences—has been a dominant theme of the decade for Oregon libraries. The increasing number of remote users, their growing digital sophistication and customer service expectations has public, academic and school information technology managers worried that they cannot meet the demand. Library leaders are also worried about finding capable technology managers and staff, keeping them and being competitive in an aggressive information industry. The aggressive penetration of technology into public use has raised many public policy issues for libraries of all types and their parent institutions.

4. Digital and other Divides

The disparity between rural and urban Oregon in telecommunications infrastructure threatens to broaden the gap between the library resource rich and poor communities of Oregon. The majority of K-12 schools and public libraries have Internet access but the quality of the connections is poor. For example, 48 percent of public libraries only have dial-up connections over regular phone lines, usually to only one computer. Most of the poor quality connections are in the 70 public libraries that serve populations less than 10,000. According to a Oregon State Library briefing paper, most public libraries did not apply for the Federal Communication Commission’s “E-rate” program in the first year of the program because “...the E-rate program only provides a discount...off the cost of higher quality connections. Because of budget constraints, most public libraries cannot afford better connections, even with the E-rate discount.”⁶

Determination to bridge the digital divide—the gap between communities that have access to information through technology and those that do not—is evident in the public library and school literature. In January, Governor Kitzhaber announced at a news conference that U.S. West will provide \$50 million to schools over the next two years

⁵ Stan Bunn, “Oregon Report Card, 1998-99: An Annual Report to the State Legislature on Oregon Public Schools,” Oregon Department of Education, Salem, Oregon, September 30, 1999; available from <http://www.state.ode.or.us/edact/9899RptCard.pdf>; Internet; accessed 10/30/99.

⁶ “State Library Briefing Paper: Public Access to the Internet at Oregon Public Libraries,” Oregon State Library, Salem, Oregon, February 23, 1999

and \$70 million to rural communities over the next four years, to improve and expand telecommunications.⁷ This is the result of a telephone deregulation bill passed by the 1999 Legislature. In exchange for ending regulation of the company's profits by the Public Utility Commission, the utility will set aside five percent of its gross revenue each year for four years for schools and rural communities. The first check of \$25 million, already delivered to schools, will finish wiring all Oregon schools to the Internet and speed up connections for schools already wired. The money will also buy two-way video distance education programs at all Oregon high schools and education service districts.

Technology alone will not bridge the economic and service gaps for Oregonians who are unserved or underserved. There is still the economic reality of per capita spending in Oregon's public libraries. Technology has attendant costs: operations, maintenance, management, training and products for the customer. In FY 1997/98 the per capita spending of libraries serving populations under 10,000 was about half that of those libraries serving populations of 100,000 and higher.

5. Public Policy

Technology has stimulated professional and public attention and debate, with the Internet the intellectual freedom focus of the last half of the 1990s. Although the past five years has seen a decline in the number of material challenges in Oregon⁸, public and school libraries have grappled successfully with development of use policies, filtering of the Internet and public access computer management.

An OLA Intellectual Freedom Committee public library survey of a year ago found that eighty nine percent of the 128 libraries contacted provided Internet access to their patrons. Three in four of those libraries had formal Internet policies in place, 65 percent offered Internet training options for the public and eight percent required patrons to take Internet training before accessing the Internet from the library.⁹

6. For further research

Several data gaps came to my attention in preparing this report. These bear further attention:

- The purchasing power of Oregon libraries
- The Oregon library workforce: salaries, employment outlook, future resource pool
- The condition of school library media centers and programs

⁷ *The Oregonian*, Tuesday, January 4, 2000, p.B1 and B6

⁸ "Twelfth Annual Report of the Intellectual Freedom Clearing House," Oregon State Library, Salem, Oregon; available from <http://www.osl.state.or.us/libdev/oifc9899.pdf>; Internet; accessed 11 January 2000.

⁹ "Internet Survey," Oregon Library Association, Intellectual Freedom Committee; available from <http://olaweb.org/misc/ifcsurvey.shtml>; Internet; accessed 10 January 2000.

7. OREGON LIBRARIES: PROFILE-IN-BRIEF

- There are 255 academic, special and public libraries in Oregon. There are 198 school districts and 1,246 schools according to the Oregon School Directory 1999-2000, published by ODE. We assume that every school has a library of some sort, though their viability is unknown.
- Combined operating expenditures for the reporting academic, special and public libraries were \$122.2 million in 1997. No such data could be found for school library media centers.
- The combined collections of reporting academic, special and public libraries total over 24 million units. There is no recent comparable data available for school libraries.
- Paid staff for the reporting academic, special and public libraries number about 2200. Of these, 723 are librarians, with 74 percent having ALA-accredited masters degrees. Nationally, the ALA-accredited MLS rate is 69 percent.
- There are 588 certified school library/media specialists in public schools. The number of other media center staff is not known.
- The reference activity in Oregon's public libraries is lower than the national norm. Nearly 27 percent of Oregon libraries surveyed by Himmel and Wilson in 1998 reported handling 10 or fewer reference transactions per week.¹⁰
- Oregon's main library professional associations have a combined membership of over 1400. Continuing education is available through the professional associations, the state library, and various library cooperatives and consortia and affiliate organizations. Professional education is available in Oregon through Emporia State University School of Library and Information Management working in cooperation with Oregon University System.

¹⁰ Himmel and Wilson, *An Evaluation of the Oregon Reference Link Program*, Milton, WI, December 1998, p. 28.

PROFILE: ACADEMIC LIBRARIES

1. The Oregon State Library's Academic Library Directory lists 69 academic libraries in Oregon. These are the libraries of 31 independent colleges and universities, 17 public community colleges, and 21 libraries of the Oregon University System.
2. The 52 reporting academic libraries included in the "1996/97 Academic Library Statistics" had combined total expenditures exceeding \$38.5 million in FY 1996. Personnel expenditures exceeded \$19.8 million, collections \$12.6 million and other expenditures were just over \$6 million.
3. Academic libraries spent nearly \$2.9 million in direct costs to provide digital services: computer files, document delivery, computer hardware and software and bibliographic utilities.
4. The total number of library staff reported was 758, including 234 FTE librarians. Academic libraries reported a total 195.90 FTE (84% of librarians) with an ALA-accredited master's degree in library science (MLS).
5. The combined collections of the reporting libraries numbered nearly 14 million books, serials, manuscripts and other documents, film, video and audio units. Non-print collections (audio, film and video, computer units) make up about 1.5% of the statewide collection. Expenditures for collections (\$12.6 million) purchased about 711,500 items statewide.
6. Circulation, including general circulation, reserve circulation and document delivery, exceeded 2 million.
7. Academic issues and initiatives¹¹
 - Declining applicant pool of qualified individuals
 - Managing information technology: integrating technology planning into strategic, financial and curriculum planning; supporting a growing remote access user population; digital preservation standards
 - Library funding: accountability, cost justification, competition, outsourcing
 - Consolidations and mergers among publishing companies, vendors and other information providers
 - Growing diversity of student population: a growing ethnic minority population, more adult learners and part-time students, preference for distance education, diversity of student population not reflected in the academic library profession
 - Globalization/Economic: instant communication has made distant education desirable and attainable in an international student market place.

¹¹ Association of College and Research Libraries, "1999 Environmental Scan," August 1999; available from <http://www.ala.org/acrl/scan.pdf>; Internet; accessed 25 November 1999.

PROFILE: SPECIAL LIBRARIES

1. The Special Library Directory lists 57 special libraries in Oregon with 71 outlets. These are business, corporate, medical, law, government agency, museum, and private and public association libraries. Most of these are located in the population centers of Portland, Salem and Eugene.
2. The FY 1996/97 expenditures for the 37 reporting libraries were just over \$5 million. The most spending for a library was \$775,000, the least was \$50.00. The mean spending for all reporting libraries was \$135,452, while the median was \$59,931.
3. Staffing totaled 113.68 FTE. This includes 72.16 FTE librarians, 56 percent of whom have an ALA-accredited MLS.
4. The combined collections totaled 418,079 titles. Films and videos are as ubiquitous in special libraries as they are in public and academic libraries. Audio, film and video make up about 2.3 percent of the combined collections. About one in 4 libraries reported computer files as part of their collection inventory.
5. The combined circulation, including reserves, was 150,220.
6. Collectively, the reporting special libraries conducted slightly more interlibrary (ILL) borrowing transactions than ILL lending transactions. Together, they equaled about 29,600 ILLs. Document delivery transactions totaled 1474.
7. On average, the reporting special libraries were open 32 hours per week.
8. Special Library Issues¹²
 - Continuous learning and professional development
 - Industry and community leadership
 - Public policy development
 - Adding value to information services and products for the client
 - Using technology to enhance jobs, organizations, and society
 - New paradigms of information service and delivery and the opportunities they provide for the profession's continued role in the information economy
 - Continued growth in the amount of, and demand for, relevant information
 - Changes in the intellectual and economic value of information
 - Partnerships between information professionals, information providers and clients
 - Changing national and international information policies, laws, and infrastructures
 - Changing economic models that create both challenges and opportunities for growth.

¹² "A Visionary Framework for the Future: SLA's Strategic Plan," Special Libraries Association, available at <http://www.sla.org/assoc/slapan.html>; Internet; accessed November 29, 1999.

PROFILE: SCHOOL LIBRARIES

1. In FY 1998, there were 198 local elementary and secondary school districts and 21 education service districts in Oregon serving 542,809 elementary and secondary school students in grades K-12. There are 337 nonpublic elementary and secondary schools or more in Oregon with a total of 39,031 students.¹³ There are no statistics from the Oregon Department of Education reporting the number of school library media centers, public or private. Again, we assume that all 1,246 public schools have a library of some sort.
2. The number of certified school/library media specialists has declined dramatically in the last decade.
 - In public schools, 1998, certified school library media specialists numbered 588 FTE,¹⁴ about 20 percent fewer than 1992, continuing a trend of the previous decade.¹⁵ (In 1981, there were over 800 certified media specialists for a student population of 457,162.¹⁶)
 - Over the same 1991-1998 period, the student population rose steadily to 542,809 (8.9%) and the number of teachers increased to 27,152 (1.5%). The total number of staff employed in public school systems increased to 53,779 (3.7%)¹⁷
 - The statewide ratio of certified school/library media specialist-to-student has dropped from 1:691 in 1992 to 1:923 in 1998. The average ratio of certified media specialist-to-student in counties, statewide, was .91 per 1,000 students, in 1998.¹⁸
3. The status of school library media centers in Oregon has become obscure.
 - There are no recent statistics for per capita expenditures for library services at the state level. An Oregon Department of Education (ODE) spokesperson said this data might be available on a district-by-district basis. The ODE's "1998 Audited

¹³ "Nonpublic Elementary and Secondary Schools," Oregon Department of Education, Office of Curriculum, Instruction and Field Services, Salem, Oregon, 1997-98; available at: <http://www.ode.state.or.us/pubs/directory/index.htm>; Internet; accessed 2 December 1999.

¹⁴ "Staff employed in public school systems, by type of assignment: 1992-1998," Oregon Department of Education, School Finance and Data Information Services, District and School Level Fall Report; available at <http://www.ode.state.or.us/stats/staff/staffhist.PDF>; Internet; accessed 11 November 1999.

¹⁵ "Certified Library/Media Specialists in Oregon: 1981-98," Oregon State Library, September 1, 1999

¹⁶ "October 1 Public School Membership by Race or Ethnicity: 1975-1998," Oregon Department of Education, School Finance and Data Information Services, School Level Fall Report, available at: <http://www.ode.state.or.us/stats/students/race7598pdf.pdf>; Internet; accessed 12 November 1999.

¹⁷ "Ten-year historical profile of Oregon education statistics," Oregon Department of Education, School Finance and Data Information Services, [no date], available at: <http://www.ode.state.or.us/stats/profile.pdf>; Internet; accessed 12 December 1999.

¹⁸ "Library Media Specialists and Support Staff by County: October 1, 1998," Oregon State Library, 1999

Current Expenditures” report includes school library media expenses with other expenditures in the account 2200: Staff, Media and Assessment.

- The last national study of school library media centers was for the FY 1993/94.¹⁹ This reports Oregon ranking in the top five states for the percentage of elementary (100%) and secondary (97%) schools with media centers. Oregon is reported as having 75 percent of its schools with a half-time-to-full-time certified media specialist. According to an OED spokesperson, there is no such data reporting the current status of school media services.
4. Technology has been a major theme of the decade for school libraries, but the library professional’s role and that of the library media center is uncertain and in transition.
- For example, the 1993/94 NCES school library media center survey report provided an early-decade picture of emerging technology in K-12 schools across the nation and by state. At that time, Oregon compared favorably to the national average in having school library media centers that offered these selected services and equipment:

| | Oregon | U.S. |
|---|--------|-------|
| Computer with modem | 38.6% | 34.3% |
| Automated catalog | 39.2% | 24.0% |
| Database searching w/CD-ROM | 51.5% | 31.2% |
| On-line database searching | 18.9% | 9.4% |
| Compact disc for periodical indices, etc. | 49.5% | 46.7% |
| Connection to the Internet | 11.7% | 12.0% |

- *The Oregon Report Card, 1997-98* states, “In the 1970’s, Oregon’s system of public education began changing from a system that emphasized the means and methods of instruction to a system that emphasizes student learning. Instead of evaluation schools based on the number of books in school libraries and the amount of light in classrooms—as Oregon did at that time—Oregonians in the 1970s began to envision a system of public education that evaluated schools based on results.”²⁰
- Between fall 1994 and fall 1998, Internet access in public schools, nationally, increased from 35 percent to 89 percent of schools.²¹ The percentage of students using computers at home was 48.8 percent; students using computers from home to do schoolwork was 39 percent. According to David Rike, ODE Technology

¹⁹ *School Library Media Centers: 1993/94*, National Center for Education Statistics, U.S. Department of Education, NCES Number 98282, released August 24, 1998; available from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98282>; Internet; accessed 30 November 1999.

²⁰ Norma Paulus, “The 1997-98 Oregon Report Card,” Oregon Department of Education, Salem, Oregon, 1998, p. 2; available from http://www.ode.state.or.us/edact/9798report_card.pdf; Internet; accessed 3 January 2000.

²¹ “Internet Access in Public and Private Schools, *Indicator of the Month*, November 1999, National Center for Education Statistics, U.S. Department of Education, Office of Educational Research and Improvement; available from <http://nces.ed.gov/pubs99/condition99/Indicator-17.html>; Internet; accessed 10 December 1999.

Director, there are about 100 Oregon schools without Internet access, but the quality of connections at those schools with access is poor.²²

- The Oregon School Library Information System (OSLIS) is a statewide library/technology project developed by the Oregon Educational Media Association (OEMA). The Oregon State Library has initially funded it for two consecutive LSTA grant years, 1998 and 1999. The goal of this project is to provide classroom and library access to electronic educational research materials to every Oregon child. The project provides full-text, Web-based access to digital resources. A project team includes a librarian who works with the team to select age-appropriate materials and write accompanying curriculum that will be available on the Internet. There are 28 school pilot sites, both elementary and secondary.
- Oregon Technology Literacy Challenge Fund (TLCF) grants administered by the State Department of Education will be used to assist districts in using technology to improve student achievement.²³ The TLCF is a five-year federally funded program. Applicants must have a qualifying district technology plan focused on improved student performance. A Department of Education working document²⁴ recommends that district planners include public libraries in the planning process as well as account for the professional development of school library media personnel, among other staff.
- Congress is in the process of reauthorizing the Elementary and Secondary Education Act. S 1262, the Elementary and Secondary School Library Media Resources, Training, and Advanced Technology Assistance Act, was introduced in June. H.R. 3008, a comparable bill, was introduced in October. Both would authorize:
 - \$275 million annually for acquiring school library media resources, advanced technology for information literacy, library resource sharing, professional development for school library media specialists
 - Collaboration between school library media specialists, teachers and school administrators, and
 - After school and summer access to school libraries.²⁵

²² "US West adds Net speed dial to schools," the *Oregonian*, attributed to David Rike, state Department of Education Technology Director, *Oregonian*, Tuesday, January 4, 2000, p B1, B6

²³ "Oregon Educational Technology Plan, 1999" Oregon Department of Education, Salem, Oregon, printed and revised 6/24/99; available from <http://www.ode.state.or.us/technology/odetechplan.pdf>; Internet; accessed January 10, 2000.

²⁴ "Oregon Technology Literacy Challenge Fund District Technology Planning Outline: A Working Document That Will Evolve," Oregon Department of Education, 1997; available from <http://www.ode.state.or.us/cifs/TLCF/TechResourcePacket.pdf>; Internet; accessed 11 December 1999.

²⁵ "School Libraries: Support S 1262, H.R. 3008," Current Library Issues, ALA Washington Office, ALA, August 13, 1999, p. 2; available from <http://www.ala.org/washoff/3issueflyer.pdf>; Internet; accessed 10 January 2000.

K-12 Issues and Initiatives²⁶

- Technology: technology planning at the state and district levels; technology literacy for students, the digital divide, Internet safety
- The Oregon Education Act for the 21st Century (1991) and the creation of Certificates of Initial and Advanced Mastery (CIM and CAM)
- Oregon's school improvement plan emphasizes continuous improvement, local control and high expectations for students.²⁷
- While the number of schools has increased during the 1990s, consolidation has reduced the number of school districts in Oregon from 303 in FY 1989-90 to 198 in FY 1998-99. At the same time, state funding for schools has increased in proportion to local funding. This shift in the balance of funding has stimulated community concern over local autonomy.²⁸

²⁶ "Oregon Report Card 1998-99," Oregon Department of Education; available from <http://www.ode.state.or.us/edact/9899RptCard.pdf>; Internet; accessed 1 December 1999.

²⁷ "Oregon School Improvement: A Brief History," Oregon Department of Education, Salem, Oregon; available at (<http://www.ode.state.or.us/edact/history.htm>); Internet; accessed 19 November 1999.

²⁸ "Ten Year Historical Profile of Oregon Education Statistics", Oregon Department of Education, School Finance and Data Information Services; available from <http://www.ode.state.or.us/stats/profile.pdf>; Internet; accessed 15 November 1999.

PROFILE: PUBLIC LIBRARIES

Service Outlets and Governance

1. There are 130 legally established public libraries (administrative entities) in Oregon.²⁹ Together, these provide 242 central libraries, branches, bookmobiles and outlets throughout the state. According to State Librarian, Jim Scheppke, there are 15 volunteer community libraries that are not legally established.
2. There are 11 governance models under which these libraries operate.³⁰ About 67 percent of public libraries are administered by cities, nine percent are administered by counties, 14 percent are special or county library service districts, five percent are multi-jurisdictional under an intergovernmental agreement and the remaining five percent are administered by school districts or non-profit associations.
3. The reported service population of these libraries was 3,054,480 in FY 1997/98. This is a 9.16 percent increase over FY 1992/93.³¹
4. About 18 percent of the public libraries serve 73 percent of the population of legally served areas and receive about 75 percent of the income for library services. These are libraries serving populations of 25,000 and more. Nationally, about 11 percent of the public libraries serve 71 percent of the population of legally served areas in the United States. These are libraries that serve populations of 50,000 and more.³²
5. The percentage of Oregonians served by a public library is 94.95 percent. The remaining residents are considered "unserved". The unserved are those who live where there is no legally established tax supported public library. There are eight Oregon counties, where some or all residents are not taxed to support a legally established public library. Some of these residents may have access to the services of libraries in other jurisdictions, whether through non-resident fee or by other means. Still, 5.05 percent of Oregonians--162, 520 residents--live in locations without a legally established, tax supported public library.³³
6. Since the early 1990s, the number of Oregonians served by public libraries that meet minimum service criteria has steadily grown to 89 percent (1997). In pursuit of the Oregon Progress Board's Oregon Benchmark for public libraries, the State Library developed minimum service criteria with assistance from the Public Library Division of OLA. These criteria set a modest standard against which to measure minimum

²⁹ Five of these are library cooperatives that do not offer direct service to the public.

³⁰ "Governance of Oregon Public Libraries:1999," Oregon State Library

³¹ Analysis of selected variables reported in the FY 1992/93 and FY 1997/98 Public Library Statistics

³² "Public Libraries in the United States:FY 1996," National Center for Education Statistics, May 1997; available from <http://nces.ed.gov/pubs99/quarterlyjul/5-Public/5-esq12-a.html>; Internet; accessed 7 December 1999.

³³ "Oregon Population Without Access to Free Public Library service: ("Untaxed/Unserved"), Oregon State Library, August 26, 1999

library service. Among those who live within legally established, tax supported library jurisdictions, 5.61 percent are under-served by their public library. "Under-served" means the library does not meet one or more of the minimum criteria. Thirty-one public libraries fall into this category. All but 10 of those serve populations under 5,000.³⁴

Income and Expenditures

7. The combined income of the reporting libraries was about \$86.3 million in FY 1997/98. Approximately 89 percent came from local sources; about 1.5 percent from state and federal sources and about 9 percent from other sources, such as gifts and donations, service fees and fines.
8. Total operating expenditures for public libraries were over \$79.6 million in FY 1997/98. Of this, 65 percent was expended for paid staff, 13 percent for collections and 22 percent for all other operations.
9. The average statewide per capita operating expenditure was \$26.28 This is a 10 percent increase since 1996 when Oregon ranked 14th in the nation for expenditures per capita.³⁵
10. Oregon libraries serving populations of fewer than 10,000 averaged \$15.13 per capita spending. The highest per capita spending by population size occurred in libraries serving under 2,000 and those serving over 100,000, where the average was \$31.27 and \$28.69, respectively. Reported per capita operating expenditures for individual libraries ranged from a low of \$2.04 to a high of over \$40.00.³⁶
11. State aid to Oregon libraries has nearly doubled since FY 1992/93. Oregon ranks 41st in the nation for state aid.³⁷
12. Over \$10.3 million in capital outlay was spent by reporting Oregon public libraries in 1997/98. Of this, \$7.9 million was for construction. Over 94 percent of library construction spending occurred in library jurisdictions serving populations of 100,000 and above.

Collections and Staff

13. Oregon public libraries reported a total of nearly 1357 FTE staff, including 417 librarians. ALA-accredited MLS librarians numbered 301 or 72 percent of all librarians compared with 67 percent in FY 1992/93.

³⁴ "The Library Benchmark: A Tool For Improving Service to Those Underserved by Public Libraries," Mary Ginnane, *OLA Quarterly*, Spring 1999, pp. 11-14.

³⁵ "Statistics of Oregon Public Libraries Compared to Other States: 1996," Oregon State Library, September 1, 1999 Source: *Public Libraries in the United States: FY 1999*, National Center for Education, U.S. Department of Education

³⁶ Metz analysis of per capita expenditures by population size

³⁷ "Statistics of Oregon Libraries Compared to Other States: 1996," Oregon State Library.

14. Staffing increased overall in public libraries by 13 percent compared with the FY 1992/93.
15. Oregon public libraries reported collections of over 8 million units, or 2.66 per capita, in FY 1997/98. About 90 percent are books and serial volumes. Audio, video and machine-readable units make up 6.5 percent of the collection. Machine-readable units have increased 10-fold since FY 1992/93 and video collections have grown by 138 percent since FY 1992/93. Nationally, volumes per capita were 2.8 and ranged among states from 1.5 to 5.2 per capita. In Oregon, the range is 1.5 to over 70 per capita.

The Public

16. Reported registered borrowers in the state for FY 1997/98 totaled 1,594,218. This is 52.2 percent of the service population, down from the FY 1992/93 rate of 57.6 percent. However, Multnomah County Library purged about 25 percent (129,419) of its cardholder records in February through March of 1995. Adjusting for this atypical purge, the registered borrower percentage statewide is about the same in both fiscal years.
17. Oregon voter attitudes are fairly positive about funding community libraries.³⁸ Voters approved 23 of 39 library referenda, nearly 59%, from 1997 to date.³⁹ Seven of the referenda were defeated for lack of a 50 percent voter turnout, though voters in favor were in the majority. Of the 116 ballot measures proposed between FY 1991/92 through FY 1998/99, the voters have approved 63 percent. Forty-eight percent of the measures proposed have been to approve a local taxing option, 35 percent have been to approve bonds, and the remaining 17 percent have been for other purposes, including annexation, district formation, election, charter and advisory.⁴⁰
18. Nearly two-thirds of Oregonians are public library users (64%) having used a public library in the year prior to the survey. About 4 out of 10 Oregonians (41%) are frequent library users, having used the library in the last month. The heaviest users of public libraries are school-aged children. Use of the public library increases with household income and education level.⁴¹

Services

19. Oregon's public libraries were open in FY 1998/99 about 4928 hours per week across the state. This is about the same as FY 1992/93. Total attendance exceeded 8.6 million, about one percent over the FY 1992/93.

³⁸ "Oregon Voter Attitudes About Library Funding," Moore Information, Inc. 1997

³⁹ Jim Scheppke, "Oregon Library Election Results: 1997 to date, Oregon State Library,

⁴⁰ Analysis of referenda tables compiled by the Oregon State Library for each of the inclusive years; tables are available at <http://www.osl.state.or.us/libdev/elections.html>; Internet; accessed 10 January 2000.

⁴¹ "Use of Public Libraries by Oregonians in 1998: Results from the 1998 Oregon Population Survey," Oregon State Library, 1999

20. Statewide circulation increased 10.2 percent to nearly 31 million, or 10.23 per capita. Juvenile circulation was 29.4 percent of all circulation. The 1996 national per capita circulation was 6.5; the states' per capita circulation ranged from 2.8 to 12.4. Oregon ranked fourth in the nation for per capita circulation.⁴²
21. Ninety-five percent of public libraries have some type of Internet access. Ninety percent offer Internet access to the public.⁴³
22. Reference transactions in Oregon public libraries totaled nearly 2.1 million or .68 per capita. The national per capita rate was 1.1 in 1996. Reported reference questions are fairly stable at around two million statewide.
23. Statewide, nearly 1.1 million library materials were loaned by Oregon public libraries to other libraries. Oregon libraries borrowed from other libraries nearly 990,000 library materials. Ninety-six percent of all interlibrary activity was transacted in shared automated systems in Oregon. Interlibrary lending and borrowing transactions increased by 207 percent and 157 percent, respectively, compared with FY 1992/93. Interlibrary borrowing by public libraries increased more than 12-fold compared to the previous decade.⁴⁴
24. Children's programs and attendance at programs has surged since FY 1992/93. Children's programming and program attendance increased by 75 percent and 69 percent, respectively. In FY 1997/98, over 22,000 programs were offered across the state. These drew nearly 600,000 children.
25. Public Library Issues and Initiatives⁴⁵
 - Funding and district development to serve the unserved and the underserved
 - Children, reading readiness, children's programs
 - Intellectual freedom, privacy of digital records, intellectual property and other public policy issues emanating from the developing technology
 - Bridging the digital divide and the resource rich-poor divide with technology
 - Telecommunications, resource sharing infrastructure
 - The next level of resource sharing

⁴² "Public Libraries in the United States: Fiscal Year 1996," U.S. Department of Education, National Center for Education Statistics, February 1999, p. iv; available at <http://nces.ed.gov/pubs99/1999306.pdf>; Internet; accessed 12 November 1999.

⁴³ "State Library Briefing Paper: Public Access to the Internet at Oregon Public Libraries," Oregon State Library, February 23, 1999

⁴⁴ Jim Scheppeke, "What's Next for Library Resource Sharing in Oregon?" Presentation at the Oregon Library Association Annual Conference, April 1, 1999, p. 3.

⁴⁵ Gleaned from search of Library Literature for Oregon-related articles, December 1999

PROFESSIONAL AND EDUCATIONAL PROFILE

1. Professional Associations:

The main library professional associations in Oregon are the:

- Oregon Library Association

The 1046-member Oregon Library Association (OLA) includes librarians, support staff, public library trustees and friends. OLA provides continuing education, an annual conference, an Oregon library job line, scholarships and honors, lobbying for library issues, news and contacts through three publications: a quarterly journal, the OLA Hotline, and the membership directory.⁴⁶ There is also a Support Staff Division of OLA that sponsors continuing education, promotes communication among its members, awards scholarships and grants, and provides advocacy for library support staff.

- Oregon Chapter, Special Library Association

The Oregon Chapter of the Special Libraries Association was established in 1973. About 140 SLA members are affiliated with the Oregon Chapter. The majority of Chapter members lives and/or works in Oregon and southwest Washington.⁴⁷

- Oregon Educational Media Association (OEMA)

OEMA is an association of school library media professionals and other educators. It sponsors continuing education, communication and advocacy for excellence in school library media programs in Oregon.⁴⁸

- ACRL-Oregon

The Oregon Library Association's Academic Library Division, since 1989, has also been the state chapter of the national Association of College and Research Libraries. The 180-member ACRL-Oregon co-hosts with ACRL-Washington an annual conference. Providing a communication channel among academic library stakeholders and with the larger library community and continuing education are the main functions. Members are from all types of academic libraries. .⁴⁹

- Other state and regional associations include:

- Oregon Community College Association

⁴⁶ OLA, available at <http://www.olaweb.org/>; Internet.

⁴⁷ OLA-SLA, available at <http://www.sla.org/chapter/cor/>; Internet.

⁴⁸ OEMA, available at <http://www.teleport.com/~oema/>; Internet.

⁴⁹ ACRL-Oregon Chapter, available at <http://www.olaweb.org/acrl/>; Internet.

- Eastern Oregon Library Association
- Pacific Northwest Library Association
- Southern Oregon Library Federation
-

2. Educational Opportunities

Four out-of-state universities offer graduate degree as well as undergraduate, certificate and continuing education, on-site in Oregon and through distance education. Portland State University and Marylhurst University provide in-state programs in information management and also provide certificate and continuing education of benefit to the library workforce.

- There is a continuing education plan⁵⁰ for Oregon and a recent library personnel needs assessment⁵¹, both undertaken by the OLA.
- The four out-of-state graduate schools offering degreed programs, certificate programs, continuing education and distance learning in Oregon are

Emporia State University in Emporia, Kansas

- Ph.D., MLS, certificate for School Library Media and Information Management, Distance education

University of Arizona in Tucson, Arizona

- Ph.D., M. A.; non-degree course work, school librarian endorsement
- individual studies, distance learning

University of Washington in Seattle, Washington

- Undergraduate major in Informatics
- Law Librarianship
- New Ph.D.
- ALA-accredited M.L.I.S.
- Continuing education and certificate programs

Syracuse University in Syracuse, New York

⁵⁰ "Continuing Education Plan," Oregon Library Association, 1998; available at <http://www.olaweb.org/ce/ceplan.shtml>; Internet; accessed 10 January 2000.

⁵¹ "Library Personnel in Oregon: Needs Assessment," Oregon Library Association, 1998; available at <http://www.olaweb.org/ce/cesurvey.shtml>; Internet; accessed 10 January 2000.

- ALA-accredited MLS Limited Residency Distance Learning Program
- The Graduate School of Education at Portland State University has started a certificate program in children and young adult literature. This 16-credit graduate program is intended for librarians, teachers and others interested in the study of literature for elementary, middle, and high school students. Students can start any term on a part-time or full-time basis. The Summer 1999 schedule includes courses in children's literature, young adult literature and workshops on "Literature for At Risk Students", "Media Literacy and Children's Literature," and Children's Book Publishing."
- There are school library media certification programs at Portland State University and Western Oregon University. Also, there is a library para-professional certification program at Portland Community College.

Continuing Education

Continuing education is offered through various sources in Oregon. These include the professional and support staff associations, the Oregon State Library and consortia. The Oregon Library Association's Web-site provides a useful inventory of educational providers.⁵²

⁵² "Library Continuing Education Providers in Oregon," Oregon Library Association; available at <http://www.olaweb.org/ce/education-providers.shtml>; Internet; accessed 10 January 2000.

ISSUES AHEAD

The research for this project unearthed this list of issues ahead, as expressed in the literature of all types of libraries and their parent institutions.

1. Technology and Literacy

- Information Literacy
- Technology Literacy
- Media Literacy
- The ODE Reading Initiative

2. Children

- Early childhood development
- Safety/violence
- Reading, media literacy

3. The digital divide

- Given demographic, economic, social forecasts
- In an urban/rural state

4. Technology

- the next plateau, finding our niche, our ability to adapt
- mastering applications of technology
- distance education
- and the profound challenges information technology brings to library organizational structures, systems and conventional processes, such as acquisitions, cataloging
- evaluating the effectiveness of technology
- mastering management of information technology
- managing strategic planning, financial planning and the integration of technology into services provided through all types of libraries
- standards for the digital technology
- how to preserve, organize and retrieve information in digital format
- Relationship with vendors
- Consolidations and Mergers
- Thinking outside the box when it comes to vendor relationships

5. Human Resources

- Competition for knowledge workers
- Declining pool of qualified personnel
- Salaries of librarians

- Succession planning
 - Training and key talent development
 - Hiring for adaptability
 - Hiring outside the profession
6. Accountability, Results, Data
- Having good, timely data about local, state and national library industry
 - Ability to quantify digital service delivery
 - Ability to demonstrate results in data
 - Getting on the radar screen of parent bodies, competition for funding
7. Public Policy
- First Amendment issues
 - Privacy of records
 - Copyright and other intellectual property issues
 - Public access to government information
 - Internet safety
 - Next Generation Internet (NGI)
 - Distance education
8. Demographic, social, cultural
- successfully serving an increasingly diverse population
 - an aging population
 - an increasingly larger middle and lower income population
 - early childhood development and education
9. Globalization/Economic
- Growing diversity of student population
 - Growing information marketplace, competition for business and funding
 - Businesses and professions reaching out to other nations for trade and information exchange
 - Internet has erased geographical barriers and reduced time and direct cost constraints
 - Libraries can be accessed all over the world
 - Distance education has increased the number of instruction programs that can be accessed around the world
 - Rising cost of education, a stabilizing economy
 - Accountability: justification for cost of service delivery
 - new forms of delivering education programs

SELECTED RESOURCES CONSULTED

Among the resources consulted for this study, these were especially useful.

Of general interest:

Association of College and Research Libraries, Oregon Chapter (ACRL-Oregon), available at: <http://www.olaweb.org/acrl/>.

Association of College and Research Libraries, available at: <http://www.ala.org/acrl/scan.pdf>, especially the "1999 Environmental Scan," August 1999.

Oregon Chapter, Special Library Association, available at <http://www.sla.org/chapter/cor/>; especially the Associations and Library School lists.

Oregon Department of Education, available at: <http://www.ode.state.or.us/>

Oregon Educational Media Association, available at <http://www.teleport.com/~oema/>

Oregon Library Association available at <http://www.olaweb.org/> The "Continuing Education" and "Legislative Agenda" is especially useful.

Oregon State Library, available at: <http://www.osl.state.or.us/libdev/libdev.html>

Special Libraries Association, available at <http://www.sla.org/assoc/slapan.html> especially, "A Visionary Framework for the Future: SLA's Strategic Plan"

U. S. Department of Education, National Center for Educational Statistics, available at: <http://nces.ed.gov/surveys/libraries/public/>

U. S. Department of Education, National Center for Education Statistics, NCES Electronic Catalog, Survey and Program Areas, available at: <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=041;>

Of special Interest:

"Media Literacy Online Project," College of Education, University of Oregon, available at: <http://interact.uoregon.edu/MediaLit/HomePage>.

"1998 National Survey of Information Technology in Higher Education," The Campus Computing Project, [journal on-line] November 1998; available from <http://www.campuscomputing.net/summaries/1998/>

“Oregon Educational Technology Plan, 1999” Oregon Department of Education, Salem, Oregon, printed and revised 6/24/99; available from <http://www.ode.state.or.us/technology/odetechplan.pdf>, accessed January 10, 2000.