

Background of Strategic Plan Library

Name of Library: Stanford Health Library

City and State of the Library: Palo Alto, California

Name of Team Member working in Library: N/A

Library Title of Team Member: N/A

Name of Director or Librarian contacted for permission to use the Library for
LIBR 204 Strategic Plan Project: N/A

Will your Strategic Plan be shared with the Library? No
Comments?

Did Library allow access to documents in the Library (i.e. budget, their strategic
plan)? NO

Or, did you only have access to Library information from Internet resources.
Yes

Did you use the existing Mission statements of the Library if so, what percent did
you alter? No

OR if the Library is fictitious: N/A

Name of Fictitious Library, i.e. Mars and Beyond Library (Fictitious): N/A

Stanford Health Library

A Medical Library

Strategic Plan created by the Special Library Team

Leader: Nicole Shaw

Assistant Leader and APL: Sadie Davenport

Researcher: Yesenia Hernandez

APL: Keeley Milne

Submitted for LIBR 204

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STANFORD HEALTH LIBRARY

Section 1: Overview

The External Environment:

The Stanford Health Library originally opened in 1989 in the Stanford Shopping Mall located in Palo Alto, California as a community outreach project (Richter, 2010). The library was co-founded by Kristine Erving and Linda Romley-Irvine with both serving as its first directors. The Stanford Health Library was so successful, there are a total of five branches in the Bay area of California: two in Stanford, and one each in Palo Alto, East Palo Alto, and San Jose (Stanford Health Library). The main branch in Palo Alto outgrew its location at the mall and is now named the Hoover Pavilion located in the Hoover medical campus (Stanford Health Care, 2015). The medical library is of use to the population using the medical services of Stanford, students and researchers at Stanford, but also anyone, worldwide, looking for high level health-related information services (Stanford Health Library).

Affiliated with Stanford Health Care, the Stanford Health Library's main purpose is to provide research-based quality information to patients, patients' families and medical providers (Stanford Health Care, 2015). For patients of the Stanford Medical or Cancer center, a "mobile librarian" service can provide bedside visits and information. Additionally, Stanford professionals provide live webcasts, free to the public with no registration necessary, on a multitude of topics. The library also serves the online community of health information seekers as our "services are free and open to everyone" and "you do not need to be a Stanford patient to use our services and resources" (Stanford Health Library). An estimated 15,000 people a year contact the library from around the world, seeking information regarding their or a loved one's health. Half of those inquiries are received and answered by phone or e-mail (Richter, 2010). Additionally, while the branches are closed due to COVID-19, customers can currently email in questions to the medical librarians at their local branch or branch of choice (Stanford Health Library).

Internal Environment:

Staff

The library holds multiple departments, each with its own full-time staff as well as volunteers—often retired doctors and nurses, offering research assistance. The total planned staff for the Palo Alto branch is fourteen full-time paid employees. While their roles are interchangeable at times, librarians are responsible for selecting the library's material, including print book, electronic

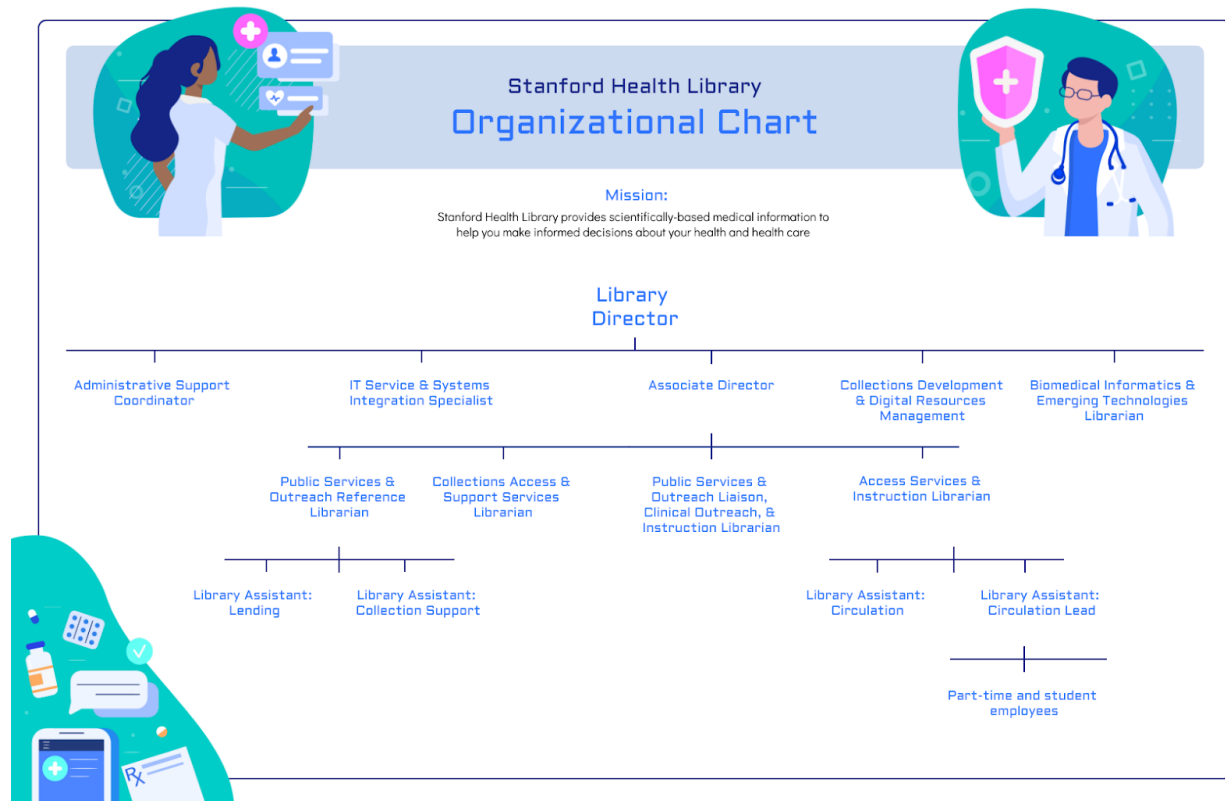
resources, magazines, videos, and audio books. In addition, librarians will also be charged with helping plan the library's budget as well as assist in the development of special programs.

Library assistants' main responsibilities will include circulation and event support, and library technicians organize library resources. Library technicians will help librarians acquire, prepare, and organize materials for easy access to the library and its patrons. In addition, librarian technicians will prepare volumes for binding, handle interlibrary loan requests, prepare invoices, perform routine cataloguing and coding of library materials, and retrieval information from computer databases (American Library Association, 2020).

Additionally, it must also be noted that the "roles of the librarian will continue to evolve and change as our institutions and practices change to support the needs of our faculty, staff, researchers, and students" (McClure, 2013). One thing that will not change, however, "is the fundamental role of the librarian" as the seeker, discoverer, and provider of knowledge (McClure, 2013).



Structure



(Wessel, Kuprevich, & Norman, 2016)

Collection

Peer-reviewed journals and reports from well-established research institutions. Patrons can access 11,000 books available online in addition to the 10,000 physical books. The Ravenswood Family Health Center's book collection has about half in Spanish and a Spanish speaking librarian. The Stanford Health Library also has a website with more than 10,000 links including one that allows users to select information in 59 foreign languages alphabetically arranged. Patrons can access recorded lectures online, a digital library, health references and contact a librarian with questions and queries.

Technology

Some key technologies used to manage resources are as follows (Breeding, 2018):

Available Software: Adobe Captivate, Adobe Creative Cloud, Camtasia 3, EndNote X8, GarageBand, Github, iMovie, MATLAB, NVivo, R Studio, SPSS (Penn State College of Medicine)

Available Equipment: Desktop computers, 3D Printer, 3D Scanner, Charging adapter for android devices, Charging adapter for iOS devices, Computer mouse, Encrypted flash drive, Headphone,

Leap motion keyboard, Micro USB to VGA adapter, Microphone, Projector, Teleprompter, USB-C cable, Video camera, Whiteboard walls, Zoom web conferencing (Penn State College of Medicine)

Budget

The library's annual budget "is a reflection and a projection of [our] hopes and dreams for the library (Frohlich, 1974). Below is an estimate of what we anticipate we will need for staffing, books, journals, and equipment.

Stanford Health Library Budget	
Category	Annual Cost
<i>Staffing Total</i>	\$600,000.00
<i>Online Catalog Total</i>	\$5,000.00
<i>Electronic Resources Total</i>	\$91,328.00
<i>Book and Print Journals Total</i>	\$25,000.00
<i>Equipment Total (Estimate)</i>	\$12,000.00
ESTIMATED LIBRARY BUDGET GRAND TOTAL	\$733,328.00

(Wessel, Kuprevich, & Norman, 2016)

Customer Service

The library's knowledgeable and experienced staff can "tackle your questions, simple or complex, with resources you won't find on the internet" (Stanford Health Care). Inquiries are received via phone, online, and in a post COVID-19 world, in person.

In order for the library staff to provide "individualized literature searches...for...medical or health-related questions" they use the "most current, scientifically-based resources to answer...questions" (Stanford Health Care). Available resources are available in 59 foreign languages.

Additional resources include webcasts which are accessible online on the official website, as well as a mobile librarian service. The mobile librarian service is exclusively available for inpatients at Stanford Hospital and the Stanford Cancer Center. With this service, a librarian will visit a patient in the clinic or at their bedside. Although now paused due to quarantine and social distancing orders, this service is quite unique as a librarian visits a patient in the clinic or at their bedside (Stanford Health Care).

Section 2: Mission Statement

Stanford Health Library empowers and educates the community by providing up-to-date medical information to help individuals make informed decisions regarding their health and healthcare. The library is welcome to all members of the public, and is a confidential, safe place for anyone in need. Our health experts and professionals on staff are ready to help the unique individual whose needs are seen, heard and embraced.

Section 3: SWOT (Strengths, Weaknesses, Opportunities, Threats)

Internal Strengths:

1. Experienced, diverse staff (expertise)
2. Clear purpose (creates drive among library staff)
3. Close relationship with other library branches, hospital system, & Stanford University (good standing, reputation, builds trust with community)
4. Digital Library (access databases from home)

Internal Weaknesses:

1. Constant push to update technology, which is expensive.
2. Time-hard to keep up with new, up-to-date information and training.
3. Websites needing upkeep, could use improvement.
4. Marketing, and lack of social media presence.

External Opportunities:

1. The COVID-19 pandemic. In a health crisis, a trusted health library will be a great resource and guide for its community. People who wouldn't normally go to this library will have a new need to go.
2. Fundraising. There are many members of the San Jose community that are willing to donate to the library and have the means to do so (Census Reporter, 2018).
3. Proximity to students graduating with high levels of education (U.S News, n.d.). This focus on higher education within the local community means the library holds a relevant, in-demand position as a guide for youth and adults looking to join the health field.
4. Opportunity to expand community to nearby areas that could benefit from the health library's resources. Multiple cities are less than 1 hour away from Stanford: San Francisco, Gilroy and Santa Cruz.

External Threats:

1. Unstable economy (threatens funding)
2. COVID-19 (prevents patrons from coming into library)
3. Changing perception concerning the role of the library
4. Competition from commercial information services (i.e. google, and other search engines)

Section 4: Strategic Outcomes, Strategic Areas and Support Statements

Strategic Outcomes:

1. Our online and social media presence will be increased to reach a more diverse and larger audience (The Corporation of the City of Greater Sudbury, 2011).
2. Our library will consistently provide patrons and staff with new, up-to-date information and training.
3. Our facilities and collections will be properly maintained and stocked with up-to-date technology.
4. Our website will be organized simply in order to reach out to more communities by being accessible to all patrons, regardless of age, language or health knowledge.

Strategies and Support Statements:

Strategy Area #1: Online and Social media presence.

Supporting Statement: We will hire a full-time social media manager to evaluate and operate our social media accounts. We will also hire a technology librarian to redesign our websites. (Canty, 2012).

Strategy Area #2: Ongoing training and development.

Supporting Statement: We are committed to fostering a positive and encouraging learning environment by staying up to date with the latest developments via training (New Braunfels Public Library) from ALA online learning, TLA, and Infopeople (American Library Association, 2018).

Strategy Area 3: Website upkeep and accessibility/Up-to-date technology.

Supporting Statement: We will keep the library's website easily accessible and up-to-date by starting a volunteer program where high school, college and graduate students with coding experience are given aspects of the website to maintain and update (Martin, 2017). In reward these students get course credit or an equivalent award within their school (Denda, Kayo, & Hunter, 2016).

- *volunteer program with college students/grad students to work on the website and keep it updated (each volunteer works on a page, volunteer meetings)*

Strategy Area 4: Community Outreach.

Supporting Statement: It is our priority to reach as much of the community as possible. We will accomplish this by making the website contents and technological instruction available in several different languages. The most common languages in Palo Alto and the larger San Francisco Bay are English, Mandarin, Cantonese, Spanish, Tagalog, and Vietnamese (Data USA, 2018).

- *Make the website available in different languages & highlight languages*
- *Offer technology instruction in different languages*

Section #5: Action Plans

Action Plan 1: Community Outreach

Action Plan Leader: Sadie Davenport

- ☐ **SWOT:** Opportunity (for improvement)
- ☐ **Supporting Statement:** It is our priority to reach as much of the community as possible. We will expand our community's geographic range, age range, diversity scale, and social standing range.

1.Rationale:

The Stanford Library should strive for community expansion because it offers reliable resources regarding health and it is imperative for the average person to have access to health information and resources. There are four key areas for community expansion: geography, age, ethnicity, social standing and investment level. Each of these areas is an important, relevant aspect of a full and interconnected community.

- Expanding the Stanford health library's geographical range is a simple, cost-effective way to reach multiple communities with different health needs. The Stanford area is relatively higher-end (Data USA, 2018), but a bit further outside Stanford there are multiple cities that could benefit from the Stanford Health Library's medical-related resources. Three examples of nearby cities, assessed by commute length, are: San Francisco at forty minutes away, Santa Cruz at fifty minutes away, and Gilroy at one hour away.

To make health information and resources accessible for people within these communities, our staff would bring the Stanford Health Library to them in the form of a "Mobile library." Dr. Suzanne Phelan at Cal Poly in San Luis Obispo is a nutritionist who drives a hospital on wheels along the central coast of California, providing prenatal care to primarily Latina and Mixtec women (Maxwell, A.E; Young, S; et. al., 2016). A "Mobile Library" of our own is possible to achieve. Potential funding options include: grant writing for materials and the vehicle, promoting

fundraisers like races and festivals, and recruiting volunteers to cut down on labor costs. These funding opportunities will be discussed in the funding section.

Another aspect of community outreach to consider is age. Stanford Health library should aim to inspire the young and support the aging. There are multiple ways that the Stanford Health Library can help the medical field to become a welcoming, accessible field for teens, adults and the elderly. Opportunities to aid people of all ages include: virtual programs for children, guest speakers and educators for adolescents, workshops for teens and adults interested in health field work, volunteer opportunities for all ages, and trained professionals offering support and assistance for the elderly.

Possible topics that are relevant for all age groups for different reasons include: technological literacy, information literacy, and the difference between healthy and unhealthy habits and behaviors. Children, adolescents, parents, other adults and the elderly should have support that is targeted for their own particular age category. This aspect of community inclusion does not necessarily require additional funding. Widening video, online and in-person instruction with content for specific age groups requires additional training and possibly additional personnel.

The Stanford Health Library can increase its relevance to a wider community with increased attention to diversity. One easy way to increase library diversity is to offer website, material and instructional content in multiple languages. [Data USA, 2018]. Another way is to diversify the library's staff, so that patrons of different backgrounds, races and cultures can feel understood and welcome. A third way is to provide all staff members with additional training on diversity in the health field.

The final area discussed for strengthening the Stanford Health Library's community outreach is to appeal to a wider range of investment in the library's contents. If the Stanford Library can appeal to people who may be intimidated by the library, or health-related topics, they can make a difference within these people's lives. This can be done with a monthly newsletter containing reliable information about current events related to the health field, social media posts regarding interesting health facts and history, and fun, social events for the whole community to attend.

2.Steps/Timeline/Responsibility:

Step #1: Train staff on new inclusion methods specifically regarding the accessibility of technology, health information and community resources.

Timeline: Ongoing training will be necessary. However, initial training will be carried out in weekly, one-hour meetings. If additional training is deemed necessary, then additional meetings will be scheduled, potentially in smaller and more specified groups.

Responsibility: The head librarian and assistant librarian will be responsible for staff training. The heads of smaller departments can consult with the head librarian and assistant librarian on additional training. Synchronous meetings should be done over zoom, supplemented with email for formal updates, and microsoft teams for quick chats.

Step #2: Fundraising logistics and planning. This includes grant writing.

Timeline: Two months will be granted to clearly establish fundraising plans and logistics, as well as to write multiple grants. Then we will expect it to take three to six months to hear back from the grant organizations.

Responsibility: The special events coordinator will craft and establish fundraising plans and meet weekly with the marketing department to delegate tasks and discuss progress. Our online salesperson will be tasked to write grants. To help, the special events coordinator can edit and provide direction if needed, since they will be crafting fundraising plans. Marketing aides can always help if needed.

Step #3: First update cycle to increase web accessibility. This aspect of our action plan is intended as an appeal for users only mildly interested in health library resources and content. “Web accessibility” includes making our website available in multiple languages, and navigable for those unfamiliar with technology.

Timeline: We expect web accessibility to be a long-term project involving consistent updating. Initial updates to this site are expected to take one month.

Responsibility: The web design technician and assistant will tackle the technical side of this step. They will discuss their progress in meetings with the community liaison, circulation staff, head librarian and assistant librarian. Synchronous meetings should be done over zoom, unless in-person meetings are deemed necessary and safe. Meetings will be supplemented with email for formal updates, and microsoft teams for quick chats.

Step #4: Start library newsletter to be released monthly.

Timeline: This step is expected to start at or near the end of fundraising planning. Once staff is assigned their task, they will start right away. Two months will be given to release the first newsletter, then a new release will occur monthly.

Responsibility: The assistant librarian will oversee the compiling and editing of this newsletter. At the very beginning of their role, the assistant librarian will make a call to the different

departments within the library for short pieces on their aspect of the library, health-related material, and pictures. At least one person from each department is expected to write a piece, and the delegation of this task is up to each department.

Step #5: Purchase a “bookmobile” van and assign its driving routes within new cities.

Timeline: This can be done as soon as the funding is available, and should take no longer than one week.

Responsibility: For a purchase this large, the head librarian and assistant librarian will discuss which “bookmobile” van they should purchase. The activities department will be available for input, and together the library will decorate the van.

Step #6: Begin recruiting volunteers to assist with the “bookmobile” project and to help within the library with other projects and fundraisers.

Timeline: One week will be given to assemble requirements for volunteers to meet, including time available and travelling distance. A call for volunteers will be submitted to specified platforms at least two months before any scheduled library event. The library will accept volunteers formally up until one week before the event, with some exceptions to accept more volunteers up until the day of the event.

Responsibility: The marketing supervisor will work with the activities recruiter to discuss who the target volunteer is, how many volunteers are needed and where advertisements should be placed. These two employees will report to the assistant librarian with short weekly updates on the number of volunteers listed to help. The activities recruiter will order t-shirts and bags to hand out to volunteers, as well as prepare lunch.

Step #7: Send out a call to health professionals to do a presentation for teens about their role in the health field.

Timeline: This call will be made to hospitals and health offices and businesses three months in advance, and will be consistently offered throughout the year.

Responsibility: The head librarian and assistant librarian will assess which kinds of speakers they need and what topics should be covered. They will reach out to hospitals, health offices and businesses and may delegate the preparation process for speakers to the community liaison. The librarians will delegate advertising for these speakers to the marketing team.

Step #8: Expand language availability to materials and technology in the library. This can be done through writing instructions, ordering books and providing videos in multiple languages.

Timeline: Depending on the quantity and accessibility of the materials and technology needing translation, this could take weeks to months to complete. We expect that once translators have looked through what needs to be translated, a more specific timeline can be created. We anticipate six months will provide an adequate amount of time to complete this project.

Responsibility: The head librarian will find and hire professional translators outside of the current library staff. If any staff members know additional languages, they may assist in translation, but the professional translators will have final editing power.

Step #9: Advertise to cities that our “Bookmobile van” is coming.

Timeline: The activities team, head librarian, assistant librarian, marketing team and instructors should meet at least once to discuss marketing plans and event content. Then, the marketing team will be given one month to plan advertisement methods, contents, and targets.

Responsibility: The activities team, marketing department, instructors, head librarian and assistant librarian will all contribute to advertising progress and goals. The head librarian and assistant librarian will approve advertisements and submit them.

3.Budget:

3) Budget:

Equipment:

- Mobile library van: \$20,000. Since this exceeds the equipment section of the library’s budget, this van can only be purchased through fundraising and grant earnings.
- Inside renovation: \$2,000. This fits within the equipment budget for the overall library. In order to make sure this expense is appropriate for the library, the “Community Outreach Committee” will need to correspond with the head librarian and accountant.

Personnel:

- Outside translators = part time position, maximum of \$1,000/month per person.
- Student volunteers = \$500 for tshirts, lunch
- Newsletter materials, additional web and online materials = \$2,000. Additional funding may be used if proposed by the web designing team.
- Festivals & Races = \$3,000 for both events

Smaller supplies:

- Training equipment for staff = \$200 per month.
- Gas = \$250 per month. Enough for a tank of gas per week. One to two visits per week possible.

4.Evaluation:

To evaluate the library's progress in including a larger community, the head librarian and assistant librarian will monitor the number of calls, emails, and patrons visiting the library. This role could be delegated to someone experienced in data entry and analysis. Still, the head librarian and assistant librarian should interpret the results.

Specific points the library staff should monitor for: the number of first-time users and visitors, the number of new library cards made each week, the number of phone calls the library receives each week, and the number of materials viewed and checked out, separated by language, per week. Additional statistics involving the outside events are also relevant to the library's progress. The number of visitors the bookmobile receives, the number of volunteers reaching out to the library, and the number of participants in the fundraising events should be noted too. Since the outside events are recurring, these statistics are useful in participation growth.

Data collection will be built into outside events and regular library duties. Some of these data points can be easily collected, others will be more difficult to capture. For example, as a phone call comes in, the phone number, call length, ring time and date of call will be documented automatically in the library's software program. Each month, this data will be easily pulled and analyzed using Excel. The number of new library cards made each week is an easy item to document in real time. However, the number of visitors in the library is more difficult. A way to document this includes having a sign in sheet, or having a bell ring each time a patron walks in (this would require having an entry-only door), so that the bell ring can be counted. These methods are both prone to error.

Data regarding inside library duties will be collected weekly, but contain temporal data down to specific dates and times. Outside library events data will be collected as the events occur, and will likely be compared month-to-month since they don't occur as frequently.

Action Plan 2: Website upkeep and online accessibility

Action Plan Leader: Keeley Milne

- ❑ **SWOT: Weakness (Internal):** Website upkeep and online accessibility
- ❑ **Supporting Statement:** We will keep the library's website easily accessible and up-to-date by starting a volunteer program where high school, college and graduate students with coding experience are given aspects of the website to maintain and update. In reward these students get course credit or an equivalent award within their school.

1.Rationale:

Maintaining an active, streamlined and easily navigated website is important for any library, particularly during this time of ever-growing technology and internet presence. COVID-19 restrictions have also made it a challenge for many people to access resources in person, and those with compromised immune systems as well as older people with increased susceptibility may not be able to physically visit libraries at all currently. We don't know what the future will bring in regards to the pandemic, but we can surmise that an online presence and use of online tools will only grow in our increasingly technology-focused world. Stanford Medical Library offers free resources to the public as well as the academic population, and it is important to hone in on website accessibility, particularly when in-person library visitation is limited.

While the library does not have a large budget, maintaining a website is something that we propose can be done as a partnership with volunteers. Students taking relevant computer courses at nearby schools and universities can be asked to apply for an internship/volunteer program, wherein they put in a certain amount of hours in exchange for credit towards their program. While we will need to map out exactly what we want the students to work on within Stanford Medical Library's website/web community, once the students are ready to go they should be able to work fairly independently.

This initiative not only resolves the library issue of maintaining a current web presence, but engages the community and creates a partnership between other educational facilities and Stanford Medical Library. The benefits for both parties are immense, and hopefully this partnership will grow and create ideas for other opportunities that are similar. Students may discover an interest in the librarianship and decide to delve further into exploring careers within technology in information studies.

Open access to all is a priority for Stanford Medical Library, and in order to maintain that accessibility the website and online tools need to be up to date and easy to use. Hosting virtual tutorials for patrons on how to use the web to access resources could be a future step for students as they continue their partnership with us.

2.Steps/Timeline/Responsibility:

Step #1: Librarian staff and any stakeholders have a first meeting. The intention of this meeting is to introduce the idea, formally create a 2-5 person team to oversee the collaboration (including at least one senior staff member), and brainstorm potential schools and universities to collaborate with. Goals for the volunteers and the library as a whole to achieve from this action plan will be listed to be used as a tool for measurement at a later date. At this time several staff members can volunteer or be assigned the task of formalizing an application to volunteer in this specific role in the library. *This meeting, as well as all others discussed in this action plan, may be adjusted to be held over Zoom should health be a concern.*

Timeline: Staff and stakeholder meeting held within one month of plan being initiated, volunteer application posted online and emailed to potential schools within one month of initial meeting.

Responsibility: While the initial discussion of the plan should involve all staff/stakeholders who wish to be involved, formalizing the volunteer application can be assigned to one or two junior staff members, who have the time or initiative to tackle it. This can be as simple as making minor adjustments to the volunteer application form Stanford Medical Library already uses, and researching appropriate schools that may be interesting in offering a volunteer-for-credit exchange.

Step #2: Formalize a plan as to what students will work on changing and updating.

Timeline: This meeting, involving the special team that is assigned to this action plan, should occur within 2 weeks of the initial meeting, so that a firm directive and initiative is in place by the time volunteers have been interviewed and screened.

Responsibility: The team of staff members who have offered or been assigned (in the case of no one offering) to work on this specific task will be the ones regularly attending these smaller meetings, and will later inform the staff at large as to how the initiative is going. The plan can be adaptable and rough, as part of the purpose in involving the students in the web and online work is to see what they feel should be updated, adapted or changed.

Step #3: Share volunteer applications with the public. Post application to volunteer-for-credit on the Stanford Medical Library website, and send it to schools and colleges/universities the library has discussed the volunteer-for-credit initiative with and has the go-ahead from.

Timeline: One month following the initial meeting, two weeks after formalizing the plan.

Responsibility: Staff member team will share and email this out.

Step #4: Choose volunteers! Review applications, have interviews, choose a group of volunteers, potentially around 10, to start with.

Timeline: One month allotted for this step from start to finish, ideally finishing two months after the initial meeting.

Responsibility: Smaller staff member team, with any concerns or disagreements being directed to senior staff members for oversight.

Step #5: First meeting with volunteer group to have introductions, make a schedule, assign duties.

Timeline: Two weeks. (2.5 months from the first meeting.)

Responsibility: The staff member team, including a senior librarian, and any staff on board with website or IT experience, will meet with the students to take a tour of the library, get to know one another, and discuss the web-duties volunteers will first tackle when they come in for a volunteer shift. The library team will aim to be flexible, and take into consideration suggestions from the volunteers as to what aspects of the library website and online presence needs to be upgraded, and what would draw more clients and a larger base of patrons to the library.

Step #6: Meet to attain feedback and check progress. After all volunteers have worked one-two shifts, schedule a follow-up meeting to touch base and see where everyone stands, what progress has been made, and get feedback from volunteers.

Timeline: One month. (3.5 months from first meeting.)

Responsibility: The staff member team will meet with the volunteers at this opportunity and on an ongoing basis. A checklist for future meetings can be developed from this one to cover all the items that need to be discussed each time.

Step #7: Meet with staff and stakeholders to discuss how the volunteer program is going.

The staff member team involved with the volunteers will present the current status of the volunteer-for-credit program, field suggestions on improvement and schedule ongoing maintenance meetings with volunteers and staff as needed.

Timeline: Two weeks. (4 months from first meeting.)

Responsibility: This meeting involves not only the smaller staff team that has taken on this endeavour, but the larger group of staff and stakeholders, or whoever would like to attend.

3.Budget:

1) Supplies: \$300-\$500

Volunteer handbooks, goals and rules for library staff and volunteers, and web guidelines should be printed and designated as required reading for all students participating in the program. Students could also work on creating a new and updated pamphlet describing how patrons can

easily use the website to access resources and use other online tools through the SML, the cost for these items is largely paper and ink.

2) Personnel \$500 - \$3000

Staff joining this initiative will merely be supporting the students and keeping an eye on them during library hours as part of their regular duties, however volunteer work is always encouraged at Stanford Medical Library and those wanting to participate on a deeper level will be encouraged and recognized. Going through applications and choosing candidates may require some extra hours in the budget, as well as having a professional speak with the students on what exactly the library wants done on their pages - this may be a technology expert the library already has employed adding extra hours into their work week or an outside expert the library hires for a few hours of input.

3) Equipment: \$5000

Technology almost always needs upgrading. Allotting a portion of the library's budget towards equipment and technology would allow the library to potentially purchase several new laptops. The volunteers would have up to date, quick and highly functional work stations, without worrying about things breaking down or stalling out. These laptops would also be an upgrade and investment for the patrons of the library, who could also use them when they were free.

4.Evaluation:

In order to establish a basis from which to evaluate the volunteer-for-credit program, the goals that were formed in the initial meeting will be gone over with both the volunteers and the staff and stakeholders at separate meetings. These meetings will be scheduled on an ongoing basis, as long as the program continues.

In these separate meetings, feedback will be given and received as to whether goals were met, and if they were this will be noted and commendation given (Mcnamara, n.d.). If they weren't, discussion will follow to determine why, what was achieved instead, and to evaluate whether the resources given were adequate and if the goals were reasonable. The volunteer student's feedback will be especially important here, as they are the "experts" on the web work they are doing. Suggestions as to what could be changed, or what should be placed first on the list as a new goal, will be tabled to share with the larger staff and management group.

The Stanford Medical Library aims to be flexible in its approach to web design and online accessibility. If one method of website design doesn't seem to be working as far as reaching patrons, new ideas will be brainstormed and tried out. The volunteer team will regularly measure web traffic as well as what type of issues/complaints patrons express about the online library presence, and will report those at their meetings. The whole of Stanford Medical Library aims to work together on improving the libraries reach and sharing knowledge, and the volunteer students will give the library a new perspective and fresh eyes from which to do this.

Section #6: Resource List

Section A: Organizational Analysis Resources

American Library Association. (2018, February 10). *Library Support Staff Education and Training*. <http://www.ala.org/aboutala/offices/library-support-staff-education-and-training>

This website guided our thoughts on the types of ongoing training and education made available to librarians.

American Library Association. (2020, September 14). *Becoming a Library Assistant or Technician*.

<http://www.ala.org/educationcareers/careers/paths/assistant#:~:text=Most%20libraries%20prefer%20to%20hire,formal%20postsecondary%20training%20is%20expected>

This website informed the roles and responsibilities of our library staff.

American Library Association. (2018, January). *The Library Mission*.

<http://www.ala.org/tools/challengesupport/selectionpolicytoolkit/mission>

In this source, the ALA explains the purpose of library mission statements, provides suggestions for what a mission statement could include, and gives guidelines for mission statement content at minimum.

Breeding, M. (2018). Managing Technology. In S. Hirsh (Ed.) *Information Services Today* (2nd Ed., pp. 298-313). Rowman & Littlefield.

This book chapter was used to help guide us toward the kinds of technology that a library should contain and utilize.

The Corporation of the City of Greater Sudbury. (2011). *Library Services Strategic Plan 2011-2015*. <https://www.sudburylibraries.ca/en/aboutus/resources/StrategicPlan.pdf>

This source supported our idea of strengthening the library's marketing and social media footprint.

Data USA. (2018). *San Jose, CA: About, 2018* [Data set]. Retrieved October 5, 2020 from:

<https://datausa.io/profile/geo/san-jose-ca/#:~:text=Civics-,About,%24113%2C036%2C%20a%207.99%25%20increase>

This statistics page contains up-to-date general information on the city of San Jose. Specifically, this page details the median household income, median home value, population size, number of employees, poverty rate, and number of employees in the city.

Denda, Kayo, & Hunter, Jennifer. (2016). Building 21st century skills and creating communities: a team-based engagement framework for student employment in academic libraries. *Journal of Library Administration*, 56(3), 251–265.

<https://doi.org/10.1080/01930826.2015.1121662>

This source provided support for our ideas on effective student employment.

Frohlich J. (1974). Budgeting for hospital libraries. *Bulletin of the Medical Library Association*, 62(1), 34–36.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC198747/pdf/mlab00141-0048.pdf>

This paper helped us in determining the key elements of a library's budget.

McClure L. W. (2013). When the librarian was the search engine: introduction to the special issue on new roles for health sciences librarians. *Journal of the Medical Library Association : JMLA*, 101(4), 257–260. <https://doi.org/10.3163/1536-5050.101.4.006>

This article informed our understanding of the ever-changing landscape of innovation, change, and adaptability in information services.

Megaridis, C.S. (2018). Working in Different Information Environments. In S. Hirsh (Ed.) *Information Services Today*. (2nd Ed. pp. 106-116). Rowman & Littlefield.

This book chapter helped us decide on the type of special library for the project.

Martin, C. (2017). Libraries as facilitators of coding for all. *Knowledge Quest*, 45(3), 46-53.

<https://link.gale.com/apps/doc/A478640865/AONE?u=csusj&sid=AONE&xid=ae2bf877>

This resource provides detailed information on how libraries are a great place to enable coding experience.

New Braunfels Public Library (2019, December 30). *LibGuides: TMLDA Application 2019: 10.*

Professional Staff Training. City of New Braunfels. Retrieved October 15, 2020.

<https://newbraunfels.libguides.com/tmla2019/10>

This site guided our ideas on the different kinds of ongoing professional training there are available.

Penn State College of Medicine—Harrell Health Sciences Library. (n.d.). *Available*

Software. <https://hershey.libraries.psu.edu/tech-help/available-software>

This source helped us formulate the list of available technologies.

Ravenswood Family Health Care. (n.d.). *Stanford Health Library*.

<https://ravenswoodfhc.org/services/stanford-health-library/>

This source provided additional information about the library and its communal relationship with partnering health centers which we used as part of the overview.

Richter, J. (2010, June 28). Stanford library good for what ails community. *SFGATE*.

<https://www.sfgate.com/health/article/Stanford-library-good-for-what-ails-community-3183580.php>

This article provided details for the overview.

Rosenblum, L. (2018). Strategic Planning, in *Information Services Today*, 2nd Ed.

Rowman & Littlefield. 231-245.

This resource was used to help point us in the right direction on how to approach the strategic plan which addresses the needs of its users as well as its staff.

Spencer, A., Mamo, E., & Billman, B. L. (2019). Benchmarking study of hospital libraries. *Hypothesis*, 31(1). <https://doi.org/10.18060/23805>

This source, although not cited above, was primarily used to help us better understand the types of challenges health librarians typically face. This information then led us toward thinking about how services could be improved.

Stanford Health Care. (2015, May 9). *Stanford Health Library 25th Anniversary* [Video]. YouTube.

<https://www.youtube.com/watch?v=joDwvKH7Jp4&list=PLD19E86B953E3F1DB&index=86>

This video provided some background information on the library and validated our thoughts on its mission and purpose.

Stanford Health Care. (2019, July 29). *Stanford Health Library*.

<https://stanfordhealthcare.org/for-patients-visitors/health-library.html>

This page on the Stanford Health Care website provided details for the overview.

Stanford Health Library (n.d.). *Home page*. <https://healthlibrary.stanford.edu/>

We used the Stanford Health Library website as another primary source for our overview.

Stanford Health Library (n.d.). *Vision*. <https://med.stanford.edu/about/vision.html>

The Stanford Health Library's "Vision" page helped guide our mission statement. We wanted to capture what the library considered their own vision and purpose when making our own statement.

Wessel, A., Kuprevich, C., & Norman, A. (2016, January). *Proposal for the DSAMH medical library to become the DHSS medical library*. Delaware Division of Libraries.

<https://libraries.delaware.gov/wp-content/uploads/sites/123/2016/09/DHSSLibraryProposal.pdf>

This proposal was used as the basis for our organization chart and budget.

Data USA. (2018). *Non-english speakers*. Retrieved October 4, 2020 from:

<https://datausa.io/profile/geo/san-jose-ca/#languages>

This data indicates the diversity in languages spoken in the San Jose area, which cemented the importance of bilingual support and resources.

Data USA. (2018). *San Jose, CA: About*. Retrieved October 5, 2020 from:

<https://datausa.io/profile/geo/san-jose-ca/#:~:text=Civics-,About,%24113%2C036%2C%20a%207.99%25%20increase.>

This statistics page contains up-to-date general information on the city of San Jose. Specifically, this page details the median household income, median home value, population size, number of employees, poverty rate, and number of employees in the city.

Jones, S.F. (2018). Managing Budgets. In S.D. Hirsh, (Ed.), *Information Services Today: An Introduction* (2nd ed., pp. 256-265). Rowman & Littlefield.

In this chapter, Jones argues that since librarians are not budgeting experts, yet are still expected to manage their institutions' budgets, there should be a push for librarians to learn budget management before practicing it. Jones explains how budgeting is misunderstood, reviews important hypothetical situations to consider when budgeting, and lists types of budgets that accomplish different budgeting goals. The chapter culminates with Jones's process of budget preparation, approval, implementation and evaluation, which Jones provides for librarians to use in their institutions. To conclude, Jones restates the importance of budgeting knowledge and understanding for librarians. This chapter is useful in planning a budget for the proposed activities promoting community outreach. S.F. Jones is a librarian at the Marin County free library and draws the content in this chapter from her personal experience in budgeting.

Krasulski, M.J. (2018). Accessing Information Anywhere and Anytime: Access Services. In S.D. Hirsh, (Ed.), *Information Services Today: An Introduction* (2nd ed., pp. 183-194). Rowman & Littlefield.

Krasulski argues that the librarian has direct oversight in making sure library users have effective and clear access to information. Krasulski explains that the library's

digital resources and physical collection are explained and navigated through technological organization. Particularly central to this chapter is the integrated library system and its ability to help users have a positive experience searching for information in the library. This chapter is important because understanding the user's experience is essential to increasing community outreach. Editor Hirsh describes Krasulski's chapter as a "well-rounded discussion" of library services and their connection to library users.

Maxwell, A.E; Young, S; Vega, R.R; Cayetano, R.T; Crespi, C.M; Bastani, R. (2015). Building Capacity to Address Women's Health Issues in the Mixtec and Zapotec Community.

Women's Health Issues 25(4), 403-409. Retrieved from:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4492859>

In this article, the authors discuss who is in the Mixtec and Zapotec communities and how they fit into the larger California state. The authors address that women in these communities have health issues that need addressing. Not only is it difficult for these women to reach a hospital, but they often only speak Mixteco and Zapoteco, which are languages not well known or understood in the United States. The authors of this article discuss their process to reach out to women in these communities and provide them healthcare and support.

O'Brien, H. & Greyson, D. (2018). Diverse Information Needs. In S.D. Hirsh, (Ed.), *Information Services Today: An Introduction* (2nd ed., pp. 266-277). Rowman & Littlefield.

O'Brien and Greyson argue that library users' information needs are difficult to identify, but that understanding users' needs and fulfilling them is "essential" for library success. O'Brien and Greyson pose a solution to librarians: by anticipating users' needs and helping users communicate their needs, librarians can better understand their users and create a more positive and fruitful user experience. Both authors identify multiple "levels" of a user's surroundings that impact their needs: individual characteristics, relationships, tasks and timely needs are all factors that influence a user's needs. By observing a user's behavior and asking questions, librarians can help users explain their needs and anticipate unsaid needs. This experience enables librarians to help users find direction when they cannot find direction themselves. Through case studies, O'Brien and Greyson offer real examples of identifying users' needs and achieving users' goals in the library. These specific examples are intended to inspire librarians to employ O'Brien's and Greyson's techniques in their own workplace. This source is useful in identifying new ways to expand our library's reach to a more diverse community.

Crumpton, M.C. (2013). Having a student volunteer program is a win-win. *Bottom Line: Managing Library Finances*. 26(2), 55 – 58.

This article discusses the many benefits associated with utilizing student volunteers. It emphasizes the benefits for both students and library staff, and suggests long-term rewards. Crumpton discusses the benefits of stretching the library budget by using unpaid volunteers, as well as the benefits staff get from mentoring students, and the advanced knowledge and applicable skills the students gain. The article was used to support our action plan and to inform us on the potential results of our volunteer program.

Barefoot, R. (2018). Change Management. In S.D. Hirsh, (Ed.), *Information Services Today: An Introduction* (2nd ed., pp. 246-255). Rowman & Littlefield.

Barefoot defines change within information studies in this essay, and suggests change management skills that are essential within the information professions. These concepts were used to help guide our timeline on our second action plan. Barefoot also suggests that organizations must be “dynamically engaged with the individuals they serve” which helped us focus on how the library and the volunteer/student community could interact.

Velasquez, D. L. (2013). Financial management. In D. L. Velasquez (Ed.), *Library Management 101: A Practical Guide* (pp. 161-176). Chicago, IL: ALA Editions. Retrieved from <https://ebookcentral-proquest-com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=1672832>

This essay on financial management helped guide us on what portion of the budget was appropriate to use for various endeavours, including the action plan portions.

Rather than directing us to an exact number, it gave a great idea of how a library budget can work, and how budgets can be enhanced. We learned the positives of incorporating fundraisers, having a reserve in the budget, and looking for alternative ways to fund library activities, such as the volunteer-for-credit program.

Section C: Resources for SWOT Support

Strengths:

1. Experienced, diverse staff (expertise)

Noh, Y. (2015). A study comparing public and medical librarians' perceptions of the role and duties of health information-providing librarians. *Health Information and Libraries Journal*, 32(4), 300–321. <https://doi.org/10.1111/hir.12122>

This study defines the role and duties of librarians who provide health information service in public and medical libraries; and concludes that health information librarians will play a vital role in the future and must therefore be educated accordingly.

Richter, J. (2010, June 28). Stanford library good for what ails community. *SFGATE*. <https://www.sfgate.com/health/article/Stanford-library-good-for-what-ails-community-3183580.php>

This article provides an outsider's perspective on the considerate, knowledgeable, and diversified staff at Stanford Health Library.

Wiley. (2010, June 8). *The Current State of Healthcare Quality & Evidence-Based Practice* [Video]. YouTube. <https://www.youtube.com/watch?v=23fKJ8nWJTU>

This resource confirmed what we had inferred about the critical role health librarians play in the field of medicine, since they can help with positively altering the quality of one's healthcare.

2. Clear purpose (creates drive among library staff)

American Holistic Health Association. (n.d.). *Stanford Health Library Research Service*.

Treatment Researchers.

<https://ahha.org/treatment-researchers/stanford-health-library-research-service/>

This well-respected health resource website provides high-level information on Stanford Health Library which includes the library's mission statement.

3. *Close relationship with other library branches, hospital system, & Stanford University (good standing, reputation, builds trust with community)*

Stanford Health Library. (n.d.). *Lectures + Events*.

<https://healthlibrary.stanford.edu/lectures-events.html>

The *Lectures + Events* section of the Stanford Health Library website illustrates the types of networking programs made possible through the library's affiliation with Stanford Health Care and Stanford University.

4. *Digital Library (access databases from home)*

Stanford Health Library (n.d.). *Digital Library*.

<https://healthlibrary.stanford.edu/books-resources/digital-library.html>

The Stanford Health Library website includes a link to their Digital Library which allows access to a variety of resources anytime and anywhere.

Anton, S. (2010). Social inclusion through libraries that provide digital health information and support. *Journal of Social Inclusion*, 1(2), 107–110.

<https://doi.org/10.36251/josi.12>

This article describes how the digital divide among the elderly can be bridged via help from digital libraries.

Weaknesses

1. *Constant push to update technology, which is expensive.*

Breeding, M. (2018). Managing Technology. In S.D Hirsh (Ed.) *Information Services Today* (2nd Ed., pp. 298-313). Rowman & Littlefield.

This book chapter provided guidance on how to conceptualize the various types of technological resources a typical library manages.

Cunningham, K. (2010). The hidden costs of keeping current: technology and libraries. *Journal of Library Administration*. 50(3), 217–235.

<https://doi.org/10.1080/01930821003634955>

This article describes the costs associated with keeping technology up to date in a typical library as well as the continuous demand to maintain their success.

2. Time–hard to keep up with new, up-to-date information and training.

Brettle, A. (2007). Evaluating information skills training in health libraries: a systematic review. *Health Information and Libraries Journal*, 24(1), 18–37.

<https://doi.org/10.1111/j.1471-1842.2007.00740.x>

This analysis of methodologies used to assess the effectiveness of a health librarian’s training of patient and medical personnel provided context into the importance of keeping up to date with the latest innovations.

Tanner, M. (2017, June 27). The 21st century medical librarian: more vital than ever. *NEJM Library Hub*.

<https://libraryhub.nejm.org/article-hub/2017/06/21st-century-medical-librarian-vital-ever/>

This article provided further context into the challenges health librarians are faced with as a result of changes in scholarly communication and emerging technologies in the medical education and research sphere.

3. Websites needing upkeep, could use improvement

Edgar Huang, Davide Bolchini, Josette F. Jones. (2011) Users' consumption of healthcare videos on hospital websites. *International Journal of Pharmaceutical and Healthcare Marketing* 5(1), 43-53.

This book chapter helped us determine that the Stanford Health Library website could be improved to be more user-friendly in terms of ease of use in searching for and locating specific health videos.

Singley, E. (2014, October 1). Top 5 problems with library websites – a review of recent usability studies. *Usable Libraries*.

<https://emilysingley.net/usablelibraries/top-5-problems-with-library-websites-a-review-of-recent-usability-studies/>

This website highlights a few known website usability issues for typical library websites and was used to help guide our evaluation of the Stanford Health Library website.

4. Marketing, and lack of social media presence

Canty, N. (2012). Social media in libraries: It's like, complicated. *Alexandria: The Journal of National and International Library and Information Issues*, 23(2), 41–54. <https://doi.org/10.7227/ALX.23.2.4>

This article goes into detail about how some libraries are using social media as a communication and community engagement tool. By contrast, the Stanford Health Library does not have any social media presence.

Lamba, M. (2019), Marketing of academic health libraries 2.0: a case study. *Library Management*, 40(3/4), 155-177. <https://doi.org/10.1108/LM-03-2018-0013>

This case study revealed the lack of digital and marketing strategies in a health library which significantly impacts the public's awareness on the services offered.

Opportunities:

1. COVID-19 (In a health crisis, a trusted health library will be a great resource and guide for its community. People who wouldn't normally go to this library will have a new need to go.)

Naeem, Salman Bin, & Bhatti, Rubina. (2020). The Covid-19 'infodemic': a new front for information professionals. *Health Information and Libraries Journal*, 37(3), 233–239. <https://doi.org/10.1111/hir.12311>

This research article furthered our ideas about COVID-19 being an opportunity for the library, as it talks about the fight against fake news now the new front in the COVID-19 battle. It also comments on the role of health sciences librarians and information professionals in combating the COVID-19 infodemic.

Yuvaraj M. (2020). Global responses of health science librarians to the COVID-19 (Coronavirus) pandemic: a desktop analysis. *Health Information and Libraries Journal*, e12321. Advance online publication. <https://doi.org/10.1111/hir.12321>

This paper identifies the responses of health science librarians to the COVID-19 pandemic. The study highlights significant initiatives taken by some health science librarians which can be replicated by others to meet the needs of library users in the COVID-19 health crisis.

2. Fundraising - lots of people within the community that are willing to donate to the library.

Census Reporter. (2018). *Census profile: Palo Alto, CA*. [Data Set]. <https://censusreporter.org/profiles/16000US0655282-palo-alto-ca/>

This census data report which includes salary and average home prices helped us determine that the large majority of the Palo Alto population is well-positioned for engaging in philanthropic contributions to the library.

Dilworth, Kathryn, & Heyns, Erla P. (2020). Fundraising in academic libraries: Looking back and defining new questions. *The Journal of Academic Librarianship*, 46(5), 102192. <https://doi.org/10.1016/j.acalib.2020.102192>

This high-level view of fundraising activity in academic libraries established a foundation to guide our research on this topic and pointed out an urgent need to revise academic library fundraising strategies and investment.

Fama, J., Berryman, D., Harger, N., Julian, P., Peterson, N., Spinner, M., & Varney, J.

(2005). Inside outreach: a challenge for health sciences librarians. *Journal of the Medical Library Association : JMLA*, 93(3), 327–337. Retrieved from

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1176229/pdf/i0025-7338-093-03-0327.pdf>

This article helped us determine that community outreach could stand to be improved regardless of any currently ongoing initiatives as it discusses the various models of outreach among health science libraries.

Staff, I. P. (2023, March 1). *Bay Area and Northern California*. Inside Philanthropy.

<https://www.insidephilanthropy.com/fundraising-bay-area-grants>

This website furthered our initial findings on Northern California as “a hub of philanthropy for Northern California.”

3. *Close to students graduating with high levels of education*

U.S. News. (n.d.). *San Jose State University - Library and Information Studies*.

<https://www.usnews.com/best-graduate-schools/top-library-information-science-programs/san-jose-state-university-122755>

This website supported our notion about the library being in a prime position to engage with new highly-trained graduates. At only about 20 minutes away, SJSU is the closest university to the Health Library with an MLIS program.

4. *Opportunity to expand community to areas that could benefit from the health library's resources. Multiple cities less than 1hr away: San Francisco, Gilroy, Santa Cruz (I listed the idea of expanding the community in the action plan, not sure if it fits better there or here)*

Fama, J., Berryman, D., Harger, N., Julian, P., Peterson, N., Spinner, M., & Varney, J.

(2005). Inside outreach: a challenge for health sciences librarians. *Journal of the Medical Library Association : JMLA*, 93(3), 327–337.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1176229/pdf/i0025-7338-093-03-0327.pdf>

This study helped us determine that community outreach programs could stand to be improved since it revealed many nuanced definitions of *outreach*, which can lead to directionless planning and unsuccessful outcomes.

Jaskot, P. (2019, June 5). Library advocacy: community partnerships. *NoveList*, EBSCO.

<https://www.ebscohost.com/novelist-the-latest/blog-article/library-advocacy-community-partnerships>

This blog entry outlines a few ways in which libraries can strategically partner with other agencies. This list was used to evaluate Stanford Health Library's strategic partnerships.

Threats:

1. Unstable economy (threatens funding)

A record crowd in Chicago: this year's annual gathering of library professionals examines privacy, intellectual freedom, and the economy's impact on libraries.(Conference notes). (2009). *American Libraries (Chicago, Ill.)*, 40(8-9), 70.

<https://link.gale.com/apps/doc/A208060489/AONE?u=csusj&sid=AONE&xid=0e725133>

These conference notes indicate how an unstable economy can affect libraries as the library professional gathering held a workshop tailored for libraries hard hit by a poor economy.

2. COVID-19 (prevents patrons from coming into library)

Ashworth, B. (2020, March 25). The Coronavirus' impact on libraries goes beyond books. *Wired*.

<https://www.wired.com/story/covid-19-libraries-impact-goes-beyond-books/>

This article discusses the less apparent impact the current lockdown is having on libraries as whole. One such impact is their role as unofficial day shelters. Moreover, though a poor economy tends to help library patronage numbers, the current shutdown could mean less staff and less available resources when people need it the most.

3. *Changing perception concerning the role of the library*

Gibbons, S. (2001). Growing competition for libraries. *Library Hi Tech*, 19(4), 363–367.

<https://doi.org/10.1108/07378830110411989>

This article helped us better understand the varying perceptions of a librarian's role in a digitized world.

4. *Competition from commercial information services (i.e. google, and other search engines)*

Denning, S. (2015, May 1). Do we need libraries? *Forbes*.

<https://www.forbes.com/sites/stevedenning/2015/04/28/do-we-need-libraries/#71b5277f6cd7>

This article was used to put into perspective how the perception of the usefulness of libraries is a constant challenge when some people happen to see Amazon and Google as direct competitors to libraries.