



COLLECTION CONSULTATION REPORT

The UBC Learning Exchange at Vancouver's
Downtown Eastside

ABSTRACT

This report was compiled and created as a term long project to explore opportunities for expanding the current collection at the UBC Learning Exchange at Vancouver's Downtown Eastside

Sheriff Ola, MLIS Candidate

Allison Hill, MLIS Candidate

LIBR 580: Collection Management &
Development

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The UBC Learning Exchange - History, Mission and Services

The University of British Columbia Learning Exchange (UBC-LE) is a drop-in centre located at the intersection of Main St. and Keefer St. in Vancouver's Downtown Eastside (DTES). It was founded in 1999 to establish a foothold for university research in the neighbourhood (Fryer and Lee, 1999). It has evolved into a progressive institution dedicated to knowledge sharing and community development. The organization's name reflects its mandate to facilitate knowledge exchange between members of the DTES community and between the community and the university.

UBC-LE aims to bring people together to share their knowledge and life experiences. In doing so, it creates opportunities for patrons to contribute to their community in meaningful ways. Staff promote an inclusive environment based on the understanding that all people are inherently valuable and everyone has something to contribute to society. This focus on leadership, independent learning, and self-determination make UBC-LE unique among DTES service providers, many of which operate in ways that can be experienced as frustrating or humiliating (Downtown Eastside Adult Literacy Roundtable, 2010). Contributing to something larger than ourselves is a basic need for all people, and it is particularly important for homeless people and other socially marginalized individuals who frequently experience degradation in their everyday lives (Hodgetts, 2008).

UBC-LE currently offers a range of programs and services tailored to the needs of DTES residents. Its largest programs are English conversation groups and a drop-in centre with a computer lab. It offers free computer skills classes taught by staff and UBC student volunteers. In addition to these programs, patrons are invited to develop and lead their own workshops in their areas of interest. Anyone can propose a program and submit a plan for approval. Once a program has been approved, staff assist with program planning and promotion. Volunteers are solely responsible for the content and delivery of their workshops. Popular patron-led programs include music lessons, health-related workshops, and art classes.

Patrons at UBC-LE take a leading role in developing programs, and staff are responsive to patron feedback. The organization's approach to program planning is very similar to the patron-led library service model described in the 2008 Working Together Project report. The Working Together Project was an initiative that aimed to increase public involvement in library service planning. The Project's final report includes a "Public Involvement Continuum" with traditional library services at one end and collaborative service planning at the other (Working Together Project, 2008, p. 16). As of this writing, few, if any, public libraries are practicing a truly collaborative planning approach. The level of patron involvement at UBC-LE reflects a high level of community partnership/collaboration. It may therefore serve as a useful model institution for libraries looking to move toward a more community-led service model.

Another notable characteristic of the Learning Exchange is its relatively permissive behaviour policy. While many organizations in the neighbourhood will ban patrons for once incident of intoxication or abusive behaviour, UBC-LE staff will only ban people as a last resort. Usually this occurs after multiple offenses or when the safety of others is at risk. As a result of this leniency, many of UBC-LE's regular patrons are people with severe behavioural or substance abuse problems who have been banned from other drop-in centres in the neighbourhood. It is therefore critical for staff and volunteers to have a good understanding of mental health and addictions, as well as the physical and psychological impacts of social factors including poverty, racism and intergenerational trauma.

Despite many economic and social challenges, the DTES is a vibrant community with a strong political consciousness and sense of community pride. It is also a highly creative community, with one of the highest concentrations of artists in Canada (Kimmet, 2010). The aim of our collection is to amplify the community's strengths and effectively address some of its challenges.

About the Downtown Eastside Community Roundtable

UBC-LE is a member of the Downtown Eastside literacy roundtable, a coalition of educators working to increase literacy in the DTES [Appendix: list of partner orgs]. Literacy in the Downtown is lower than Canada as a whole. 44% of DTES residents can "read and use written material at a functional level," compared to 52% of Canadians as a whole (Downtown Eastside Literacy Roundtable, 2010, p. 4).

In a 2010 report, the Roundtable recommended the establishment of a resource library with materials about learning differences/disabilities for service providers (Downtown Eastside Literacy Roundtable, 2010, p. 34). The authors suggested that this collection could be used for training workers and volunteers, and could be shared among multiple organizations. In a 2015 follow-up report, the Roundtable reasserted the need for a shared resource hub (Downtown Eastside Literacy Roundtable, 2015, p. 8). The report stated that the exact nature of the library has yet to be defined, but that it should support peer-led initiatives and serve educators, service providers, and community members equally (Ibid.).

The coalition's most recent report (Downtown Eastside Literacy Roundtable, 2015) highlights the negative impacts of austerity on service providers in the Downtown Eastside. Since the publication of the original report in 2010, several of the partner organizations have experienced funding cuts and have been forced to cut services and lay off staff (pp. 2-3). The authors note that these changes have led to an increasing reliance on volunteer tutors and facilitators as opposed to professional educators (p. 3). They again stress the need for inter-organizational collaboration and resource sharing to maintain an adequate level of service quality (p. 8).

Profile of target patrons

Broadly speaking, UBC-LE serves two distinct demographic groups: Cantonese-speaking Chinese seniors, and homeless and low-income people, many of whom are living with severe mental illness or addictions. The English conversation classes are primarily attended by Chinese seniors, and the drop-in computer lab mainly serves the latter group. The computer labs are located on the main floor of the building, while the English conversation groups take place on the second floor. Programs on the first and second floor are administered separately, and there is limited interaction between patrons on the first and second floor.

Our proposed collection would be housed in a multi-purpose room on the first floor and would primarily serve UBC-LE's homeless and low-income patrons. We've chosen this patron group because they have distinct needs that are not well-served by any existing information service. In contrast, the information needs of Chinese speakers and other English language learners are relatively well-served by the Vancouver Public Library's multilingual collections and by other non-profit organizations, such as S.U.C.C.E.S.S., which offers a range of language programs and information services (S.U.C.C.E.S.S., 2014).

Demographics of our patron group reflect those of the city's homeless population as a whole. The majority (70%) of homeless people in Vancouver are male, approximately 30% are female, and approximately 1% identify as another gender (BC Non-Profit Housing Association, 2017). Indigenous people are overrepresented in the city's homeless population. In the last homeless count, 34% of respondents self-identified as Indigenous/Aboriginal, compared to 2% of the general population (BC Non-Profit Housing Association, 2017). A majority (82%) of respondents reported having at least one chronic health condition, including addiction, mental illness, or physical disability (Ibid.). 42% of respondents reported that income assistance was their primary source of income; 28% reported receiving disability benefits; 15% earned a living from binning/bottle collecting, and 22% were employed (Ibid.).

In addition to mental health and addiction issues, learning differences/disabilities and developmental disabilities are common among DTES residents (Downtown Eastside Literacy Roundtable, 2010). These difficulties, combined with the effects of living in poverty, cause many UBC-LE patrons to struggle with executive functions such as planning and organization. Additionally, many patrons are living with Post-Traumatic Stress Disorder (PTSD) and other effects of trauma, which affects behaviour and cognition. It is therefore critical for staff and volunteers to have a good understanding of these issues in order to empathize and respond effectively to problem behaviours.

UBC-LE patrons have a wide range of literacy levels and levels of educational attainment. While literacy rates in the DTES are below average, the gap is not insurmountable. People from all walks of life can and do end up homeless, and many UBC-LE patrons have at least some post-secondary educations. Furthermore, low literacy is not an indicator of low intelligence. Patrons bring diverse skills, abilities, and passions to the UBC-LE community, and volunteer facilitators are often highly knowledgeable in their areas of interest. There is

therefore a demand for programs and materials that cater to a wide range of literacy levels, from very low literacy to university-level work. [Humanities 100]

The Collection

The current collection

There is currently a small non-circulating collection located in the UBC-LE computer lab. It consists of a single bookshelf with donated books. Genres include popular fiction (mainly crime fiction, thrillers, and romance), popular nonfiction (true crime, science, psychology, art and music), and self-help books on topics such as wellness and job seeking. There is also a small collection of self-published materials, including zines and poetry created by community members. The current collection is popular with drop-in patrons, some of whom come to the Learning Exchange for a comfortable place to sit and read for pleasure.

Currently, UBC-LE accepts donations on a case-by-case basis. It is up to front desk staff to decide whether to accept a given item. There is no formal collection development policy of management plan. Because books in the collection were donated by patrons, they generally reflect the interests of avid readers who frequent the drop-in. Significantly, almost all items in the collection are written at an average adult reading level, making them largely inaccessible to patrons with lower literacy.

Information needs of staff and volunteers

UBC-LE does not currently have a resource library for staff and volunteer facilitators. This is a problem because staff and volunteers come from a range of backgrounds, and they may not have a good understanding of patrons' unique learning needs.

We propose developing a collection of materials for educators on topics related to adult learning, learning differences/disabilities, and adult literacy. This would improve the quality of instruction, enhance student learning and increase the impact of programs. The proposed collection would be shared between UBC-LE and its partner organizations in the Downtown Eastside Literacy Roundtable, answering the coalition's long-standing call for the establishment of a library to support adult education in the neighbourhood (Downtown Eastside Literacy Roundtable, 2010, 2014, 2015).

Mission and Goals of Proposed Collection

Mission

The collection will support UBC-LE's vision of effecting social change through knowledge exchange and community engagement. It will promote literacy, encourage recreational reading, and enhance the organization's capacity to provide impactful programs for patrons

and learning experiences for volunteers. It will be shared among members of the Downtown Eastside Literacy Roundtable, meeting an information need first identified by the coalition in 2010.

Goals

Our proposed project has three foci:

Recreational reading

- Expand the existing UBC-LE library with the aim of promoting recreational reading

Adult literacy

- Subtopics: basic literacy, digital literacy, media literacy
- Develop a collection of adult literacy resources for UBC-LE staff and volunteer facilitators
- To be shared among partner organizations in the Downtown Eastside Literacy Roundtable

Learning differences/disabilities

- Develop a collection of resources on the topic of learning differences/disabilities to support UBC-LE staff and volunteer facilitators
- To be shared among partner organizations in the Downtown Eastside Literacy Roundtable

The collection will:

- Support UBC-LE and its partner organizations in the Downtown Eastside Literacy Roundtable in developing accessible programs and services for people with learning differences/disabilities
- Help UBC-LE staff and patrons create successful educational programs for patrons with diverse literacy levels, cognitive abilities and levels of educational attainment
- Promote recreational reading and self-directed learning
- Spark enthusiasm for lifelong learning and social transformation
- Address the self-identified interests and concerns of DTES residents

Description and discussion of selection criteria

Recreational reading

Recreational reading materials reflect the self-identified interests of UBC-LE patrons. We have solicited input from patrons through 1-on-1 conversations, small group discussions and a paper survey [Appendix]. We also asked UBC-LE staff to observe how patrons were interacting with the existing collection, and held a meeting to discuss their findings.

Our research revealed a strong preference for fast-paced fiction, particularly mysteries and thrillers. Patrons said that they preferred stories that they could read in one sitting. Many

people said that they rarely read for fun because reading is too difficult. Several patrons volunteered that they avoid reading because it reminds them of school.

Based on this feedback, we've chosen to focus on short, engaging fiction that is written in simple language. We would like to purchase materials for reading levels ranging from 2nd grade to college level. Orca Book Publishers Ltd. produces a series of "Rapid Reads" - fast-paced novels written for adults with low literacy. These are an excellent fit for our collection, and we recommend purchasing Rapid Reads in reading levels from grade 2 to grade 6. Most of these are crime novels, which our patrons have indicated a preference for. However, we recommend against purchasing certain titles from this publisher because they may be triggering to patrons with PTSD. For example, the novel *Fit to Kill* by James Heneghan is about the hunt for a serial killer who is murdering women in Downtown Vancouver. This would be a poor fit for our collection due to its close parallels with the Robert Pickton murders.

Another theme we identified was the desire for nonfiction books that are relevant to patrons' everyday lives and experiences. Patrons said that they were interested in politics, health, technology, poverty and inequality. We have prioritized accessibly written books on these topics wherever possible. We have also chosen to purchase well-reviewed titles even if they are written at a high reading level. Many patrons read at a high school level or above, and we expect that these materials will be of interest to staff and UBC students as well as patrons.

Of our three proposed collection foci, "recreational reading" is the only category for which we will accept donations. Criteria for evaluating donations is discussed in our selection policy, below.

Adult literacy

The primary intended audience of our adult literacy collection is UBC-LE staff and volunteers, as well as our partner organizations in the Downtown Eastside Adult Literacy Roundtable. The Roundtable defines literacy as "having the knowledge, skills, and confidence to participate fully in our lives" (Downtown Eastside Literacy Roundtable, 2014). We have therefore selected materials related not only to basic literacy but to media literacy, digital literacy and critical thinking. Materials in this collection were chosen based on their currency, quality (as indicated by professional and nonprofessional reviews), and relevance to the organization's core programs.

Learning differences/disabilities

This is the collection that was called for by the Downtown East Literacy Roundtable in 2010 and again in 2015. Since the publication of the original report, nonprofit organizations have faced funding cuts that have significantly impacted their ability to meet the needs of their clients (Downtown Eastside Literacy Roundtable, 2014). The goal of our "learning differences/disabilities" collection is to provide a central library of resources to be shared

among educators working in the Downtown Eastside. “Educators” in this context includes not only professional teachers but also nonprofessional staff and volunteers.

For this collection, we have selected materials that provide comprehensive information about learning differences and developmental disabilities. We have included some materials written primarily for psychologists, therapists or social workers [e.g., Handbook of Learning Disabilities]. Other materials [e.g., Teaching Adults Who Learn Differently: An Extensive Guide to Literacy Teachers and Tutors] are written for educators and contain practical information about instructional methods. Others, such as [You Mean I’m Not Lazy, Stupid, or Crazy? The Classic Self-Help Book for Adults with Attention Deficit Disorder] are written primarily for people with cognitive differences. All of these perspectives will be valuable to the users of our collection.

We chose these resources based on their quality (as indicated by professional and nonprofessional reviews), currency (we prioritized materials published within the last ten years), authoritativeness (as indicated by author/editor credentials), and relevance to our patron population, our existing programs, the services provided by our partner organizations.

Selection Policy

UBC-LE will consider the following criteria in developing its library collections:

- Fit with one or more of the collection’s three foci:
 - Recreational reading
 - Fast-paced, accessibly-written fiction
 - Nonfiction relevant to patrons’ everyday lives and experiences
 - Priority areas: politics, health, technology, poverty and inequality
 - Literacy
 - Adult basic literacy
 - Digital literacy
 - Media literacy/critical thinking
 - Learning Differences/Disabilities
- Reference works that provide an overview of current clinical and research perspectives
 - Practical guides for educators, program facilitators and social service workers
 - Self help resources for people with cognitive, neurological and psychiatric conditions
- Alignment with UBC-LE’s mission and goals
- Alignment with the goals of the Downtown Eastside Literacy Roundtable and its member organizations
- Availability of materials in other libraries

- Accessibility of the libraries themselves (e.g., physical distance from the DTES)
- Suitability of style for intended audience (e.g., literacy level)
- Demand for a particular item (e.g., number of requests)
- Currency of materials (when appropriate, priority will be given to materials published in the last 10 years)
- Quality of materials (e.g., as indicated by professional and nonprofessional reviews)
- Relevance to self-identified community interests and values
- Representation of diverse points of view
- Availability of space
- Availability of funds

Priority will be given to:

- Indigenous authors and publishers
- Local authors (particularly DTES residents)
- Canadian publishers

Gifts and donations

- We do not accept donations for the literacy and learning differences/disabilities collections
- We may accept donations of items for our recreational reading collection if they fall within the scope of our selection policy
- We will evaluate donations on a case-by-case basis
- Materials must be in good physical condition
- Unfortunately, we are unable to accept all donations

Purchase Request Form

For the recreational reading collection [See Appendix A]

For the literacy or learning disabilities/differences collection [See Appendix]

Final Budget and Spending Plan

Purchase list

[See Appendix]

Budget

[See Appendix]

A detailed breakdown of the proposed budget is given below:

- Will consist of 2 components:
 - 1) A financial report produced in MS Excel (1 page maximum)
 - 2) Prioritized*, itemized listing of all items to be purchased for the collection presented in easy-to-read formatting: key bibliographic information;

Canadian\$ price; US\$ price; and either source information for a review or 1-sentence reasoning for its inclusion.

- *Prioritized = organize the purchasing list into 4 sections:
- 1) If only receive \$500
- 2) If only receive \$2,000
- 3) Full collection envisioned if receive full \$10,000
- 4) Brief summary (no more than half a page) of what could be purchased for an additional \$20,000

Implementation Plan

UBC-LE Staff members

Kathleen Leahy, Director

Dion Pelan, Coordinator, Computer Instruction and Drop-in Programs

Suzie O'Shea, Community Animator

Katie Forman, Student Learning Co-ordinator

Eliza Javier, Operations and Engagement Co-ordinator

Sarah Smith, UBC MLIS student (LIBR 596, Professional Experience)

Peter Jones, UBC MLIS student (LIBR 596, Professional Experience)

Responsibility of assignment matrix

Legend: R-Responsible, A-Accountable, C-Consulted, I-Informed

	KL	DP	SO	KF	EJ	SS	PJ
Recruit and hire MLIS students for project	A	R	I	R	I		

Plan and lead community consultations		A	I			R	R
Liaise with partner organizations	A	R	R			I	I
Draft collection development proposal		A	I			R	R
Approve collection development proposal	A	R	I			I	I
Prepare library space (shelving etc)		I	I		A	R	R
Develop selection, management, and de-selection policies		A	I			R	R
Select materials		A	I			R	R
Prepare purchase tracking sheet		A	I			R	R
Purchase materials	A	R	I			I	I
Develop marketing plan	A	I	I			R	R
Publicise collection	A	R	R			R	R
Develop evaluation plan		A	I			R	R
Collect feedback from patrons	A	R	R			R	R
Oversee ongoing collection management		R, A	A				

Gantt chart

[Hill_Ola_GanttChart.jpg]

Contingency plan

There is a possibility that we could lose one or more staff members after beginning the project. If this were to happen, there are several staff members with overlapping roles who would be able to fill in for each other. For the most part, “Informed” parties would be able to fill in for “Responsible” staff members if they were unable to complete the project.

If either SLAIS student had to leave, the other could fulfil the librarian role with the support of Suzie O'Shea, who could transfer some of her other responsibilities to other staff. If both SLAIS students left, UBC-LE would have to hire replacements and possibly postpone the project until the next term. The loss of a senior staff member would not affect the project as much as the loss of an MLIS student, because the students have a unique set of professional skills and are primarily responsible for developing the collection.

Marketing Plan

Executive Summary

Product Overview

Our new collection will facilitate UBC-LE's commitment to reinvent community learning by providing tools and resources that strongly enhance communication, knowledge exchange, individual and collaborative decision making as well as leisure and relaxation. The collection will include a list of strategically selected materials and resources that careful studies have revealed satisfies our patrons' immediate needs and preferences. The collection will comprise mainly monographs and periodicals but will also include some digital formats like databases and multimedia. It will focus on activities and topics such as adult and computer literacy, English tutoring, personal development skills teaching and recreation. As we will be seeking to expand the current UBC-LE library holdings, we will also be acquiring additional non-literacy resources such as shelves, desks and either plastic, aluminium or wooden chairs. This will help ensure our commitment to providing a welcoming and spacious learning environment for our patrons.

Price

The new collection will provide an informal yet invigorating community learning experience for patrons at absolutely no cost. This is possible due to grants and other acts of donations by individuals, organizations and institutions in Vancouver to our cause. Patrons will access, free of charge, quality resources for specific skill learning and acquisition. The new collection will change the face of knowledge exchange by providing free resources and expert services that greatly lowers the learning curve for patrons and help them build skills and abilities that would be useful to them for the rest of their lives. All free of charge. The free access to these resources will ensure that we are able to reach most of our target demographics, that is, poor and working families.

Placement

To ensure full, easy and equal access to collection for patrons where and when they need them, additional space will be secured to accommodate the new expanded collection. Technologies (such as personal computers and other electronic and digital facilities) for accessing some of the complex digital resources will be readily on hand for patrons to use to

access specific resources in the collection. Monographs will ensure that patrons have access to original, real-life and highly-researched opinions and treatise on pressing issues affecting their lives. Periodicals and journals will help patrons experience the learning process in a relaxed and easy atmosphere, which is core to UBC-LE mission of reinventing the collaborative learning process.

Promotion.

Several calculated strategies have been adopted to create large scale awareness among patrons about the new collection. A few weeks to the launch, in-house promotions like bulletin board announcements and special information sessions will be implemented to inform patrons about the coming collection and, in the process, solicit feedback about preferences and interests. This will ensure that there is time to fine tune the new collection to meet patron preferences and expectations. On the week of the launch, newsletters and website advertisement and other forms of electronic notifications will be used to inform patrons about the new collection and any relevant specifications it contains. In addition, spoken word marketing techniques will be exploited to the full, including securing mentions on key segments of popular radio stations in Vancouver. This is necessary in order to generate and ensure wide public awareness of the new collections. The diagram below details a 2x2 matrix of our marketing plan:

Product <ul style="list-style-type: none"> • New, expanded collection for UBC-LE • Tailored for adult literacy, recreational readings and learning difficulties • Easily accessible through carefully selected format to ensure wide scale patrons access • Strategically designed to facilitate collaborative knowledge sharing 	Price <ul style="list-style-type: none"> • Accessed free of charge • Donation, grant and public supported • Volunteer-focused to eliminate or cut down cost of operation • Collabor
Promotion <ul style="list-style-type: none"> • On-premises promotion like bulletin boards and information sessions • Online promotions: website advertisement and announcements • P2P promotion: including leaflets, brochures and pamphlets • Word-of-mouth: Radio mentions, word exchange between families and friends 	Place <ul style="list-style-type: none"> • Monographs • Journals • Digital and media resources

2x2 matrix depiction of proposed marketing strategy

Mission, Objectives Strategy and Target Audience

Our marketing campaign will focus on creating enhanced publicity about the new collection and ensure that the majority of patrons are fully aware of, and anticipating it. The campaign will seek to position the new collection as a main tool for facilitating UBC-LE's collaborative learning mission.

As a result, key objectives of the campaign will include:

- Creating community-wide publicity and awareness about specific aspects of the new collections
- Positioning the new collection as the main tool for spearheading UBC-LE's mission of innovative and collaborative knowledge exchange
- Promoting a positive image of the new collection as specifically designed and tailored for enhanced and successful adult learning and education
- Promoting the new collection as ideal resource for learning disability management.
- Promote the new collection as specifically tailored to facilitate recreational learning

Marketing Strategy

Given the amount of budget available, marketing and promotional activities will be simple and minimal. The main message we will be seeking to promote is that our new collection is about individual and community development. Due to budget constraint, a large portion of the advertising will be via e-newsletters including HTML/website and e-mail. There will also be handout leaflets and brochures. Again, members of staff, including volunteers, will be tasked to 'spread the word' to patrons during work hours and special information sessions

A key approach in implementing the campaign will be through grassroots PR. UBC-LE will leverage popularity and personal relationships with local radio personalities and networks to get mentions of the new collection in breakfast and rush hour program segments. This is important because it has been consistently shown that patronage tend to increase tremendously once an organization or product get mentions during prime time and other key radio programs¹

Target Demographic

The main targets for our new collection can be segmented into the following demographics:

- Adult learners: These consist of mostly single working-class adults or family members looking to gain useful skills for employment or other forms of social productivity. It might also include varieties of seniors looking for opportunities for lifelong learning

¹ Hubbard Chicago, 2017

- Immigrants and refugees: Newly arrived migrants and refugees to BC who need information and training for integrating quickly in Vancouver
- Persons with social and health problems such as learning disability, addiction, developmental problems
- Students, academics, social workers and community members looking to volunteer time, skills and expertise in contribution to UBC-LE's mission

Implementation

Timeline

The following is a proposed timeline for implementing the marketing campaign. It is important to accomplish each scheduled item on time, and on budget

Marketing Item	Start Date	End Date	Budget	Manager	Department
Marketing plan draft and completion	01/08/2018	02/08/2018	\$0	TDB	TDB
E-newsletter #1: Web articles/adverts	03/08/2018	10/08/2018	\$400.00 CAD	TDB	TDB
E-newsletter #2: E-mail solicitation	03/08/2018	10/08/2018	\$350.00 CAD	TDB	TDB
E-newsletter #3: phone text solicitation	03/08/2018	10/08/2018	\$400.00 CAD	TDB	TDB
Word of mouth	06/08/2018	11/08/2018	\$100.00 CAD	TDB	TDB
Leaflets and brochures and banner	06/08/2018	11/08/2018	\$250.00 CAD	TDB	TDB
Radio Mention	04/08/2018	11/08/2018	\$200.00 CAD	TDB	TDB
Total			\$1700.00 CAD		

Timeline of projected marketing campaign

Format of Advertising/Campaign Materials

As we will be hoping to reach a wide segment of the population with our message, our advertising campaign will focus more on electronic and digital media as these have wider reach yet lower cost to implement. However, print formats will be employed where and when necessary, such as a large paper (cardboard) banner to display in front of our premises, and brochures and leaflets to distribute to patrons, and printed sheets notifications on bulletin boards. As an important element of our campaign, we will also take advantage of oral or word of mouth marketing. This will primarily involve staff to patron communication. However, we will also be counting on patrons to spread our message among family members, friends, associates, and colleagues.

Weeding and De-selection Policy

Policy Overview

Just like adding new titles, weeding is a critical part of our collection development policy as it will help ensure our ability to meet our objectives and mission. Each resource and item on our shelves, no matter the quality, popularity, appearance and usefulness, must have a real value to our reputation, resourcefulness and attractiveness to patrons. Employing frequent, systematic weeding as part of our material selection process ensures we are able to identify weak areas in our collection and take necessary steps to strengthen them.

Authority over Collection

The main authority for determining de-selection and weeding criteria for the collection will rest on UBC-LE's director who will assign specific staff members to implement the policy. Although it is our responsibility as librarians to select and withdraw UBC-LE library resources, or provide expert advice on their use, soliciting inputs and recommendations from community members ensures that we are able to take their interests and preferences into account during the weeding process. However, as librarians, it is still our responsibility to balance the needs of the collection with those of our patrons, and make a final, optimal decision. In doing this, we will ensure complete absence of bias, that no personal interests or preferences of any kind comes into play, and that only materials and resources deemed fitting and reflective of UBC-LE's core mission, values and objectives are included in the collection.

Weeding Criteria

General Considerations

All materials in the collection will be considered individually. Each resource or material will be evaluated on the basis of the value to our patrons and community. Materials would be deemed fitting for weeding if they have severe physical conditions such as excessive wears

and tears; or if their subject matter or themes are judged to be of no discernible literary or practical relevance to patrons; Again, items will be weeded if they have been unused for fairly long periods of time, are duplicate titles that no longer have demand; and/or have titles considered irrelevant to the current needs and realities of UBC-LE patrons and community.

Using a Dewey Classification criteria, a system of numbers and letters will be designed showing a formula for weeding and deselecting materials from our collection. This formula will serve as a guideline only and would be subject to exceptions. Below is a detailed description of our weeding process:

3.1. 000 General: Monographs, will be acquired and maintained on the basis of the relevance of their topics and continued usefulness to current patron needs. As a rule, materials in this range will normally have minimum shelf lives of up to five years. Encyclopaedias and dictionaries will be kept as long as they have no physical defects. Specialized works like technical guides or computer tutorials will have shorter shelf lives due to constant technological updates

3.2 Adult Fiction: Materials in this range will be discarded once they lose popularity among patrons, and especially if they are not first edition copies. Well-written works, that have durable demand, high-literary merit and a universal appeal will normally be kept for longer periods.

3.3. Biography: Unless the entities treated are of continued, universal interest or relevance, materials in this category will be discarded once demand stops. Bad quality works on major personalities such as celebrities will be replaced with better ones depending on availability of funds

3.4. Children's Fiction: Material in this category will be discarded if format or reading level are no longer appropriate to current interest level of the material and again, if topic or subject matter is outdated. Non-first edition of non-popular series books will also be discarded

3.5. Adult Non-Fiction: Materials will be weeded out if their subject or treatise no longer has practical relevance or value to patrons' needs or the overall goals of UBC-LE. Generally, physical conditions of items should also warrant weeding. Specifically, items that have excessive wears and tears, or missing some of its pages or have duplicate or incorrect titles pages should be discarded.

3.6. Children's Non-Fiction: The same criteria as the adult non-fiction would be adopted but special emphasis would be focused on content inaccuracies and inconsistencies. Also, materials whose content and treatise are judged to be oversimplification for their audiences and thus presents no real literary value to them would be weeded.

3.7. Periodicals: Because of space restrictions, magazines will be kept for no longer than one year, while newspapers will be maintained for no more than a week. Exceptions to this practice include magazines on religion, tourism, local history, environment and social commentary and opinion which may be retained longer as a result of demand.

3.8 Audio-Visuals and Computer software: A significant portion of our services is focused on providing training on an array of topics and skills building to patrons. As such a lot of efforts is expanded in ensuring our audio and visual resources for accessing these trainings are well

kept and in good condition. Nevertheless, resources would be weeded if they show excessive wears and tears, are irreparably damaged, are rarely used, or are trivial and faddish.

Frequency of weeding:

The collection would be reviewed systematically, looking at each section at a time, with each book to be considered individually, keeping in mind the general policies governing selection and weeding. Some sections will require more frequent review than others.

Disposal

Disposal measures will follow the following criteria:

- Sell: Most books discarded from the library are sold through the periodic Friends of the Leach
- Recycle: While not as "profitable" as selling the items, this option can generate the best public relations when discarded materials are passed along to other agencies (i.e. libraries, schools, day care providers, nursing homes, social service providers, jail, third world countries, etc.).
- Destroy: Generally reserved for the worst books that no one wants or would buy at the book sales, while this option requires the least effort, it can generate bad public relations because readers may be shocked that the library would throw away "good books."

5-Year Management Plan

Executive Summary

This strategic plan is projected for the years 2018 to 2023. The plan is primarily intended as guide for the implementation of the newly developed collection of the UBC-LE library. The plan provides

- An assessment of current collection status
- The mission and purpose of the new collection
- Analysis of possible challenges to the maintenance and growth in the next five years
- Potential collaborations to ensure growth of the new collection in the next five years.

The plan is driven primarily by three (3) key influencers, namely:

- Our policy to be agent of change and empowerment for people in the DTES and other parts of Vancouver;
 - Community-driven commitment to ensuring a constant awareness of and responsiveness to changing needs of the DTES community
 - A set of practices designed to guide and shape our activities and reputation.
- .

The plan details how the new collection will facilitate UBC-LE's strategy to deliver high-quality services to meet the changing needs and realities in the DTES area. It also establishes a framework for carrying out the details mentioned over the next five years..

For the past few weeks, a series of consultation and meetings have been conducted among UBC-LE staff, and also with community leaders, organizations and institutions to identify, define and prioritize strategic areas and issues to focus on. These strategic areas and issues have been organized into three broad categories, and summarized below:

- **Maintenance and Storage:** This deals with how the new collection will be maintained and stored over the next five years. What best practices must be adopted and implemented to ensure durability and longevity.
- **Financing and Staffing:** This refers to what costs and estimates to expect in maintaining the new collection. It covers the estimate of hiring new staff or paying existing ones to manage and implement the collection. It also covers cost of resources and technology necessary for managing the resources.
- **Management and Implementation:** This covers how the new collection should fit into the larger UBC-LE operation. What resources or technology are in place or must be acquired to optimize the new collection's contribution to UBC-LE's agenda?

The UBC-LE mission is enshrined in UBC's commitment to building close relationships with local communities. It does this by providing facilities and services for residents of the DTES area to meet their various literacy needs. In order to optimize learning for patrons, its Downtown offices includes a small library with a single shelf currently awaiting a new expanded collection. The basis for the implementation of the new collection is the five-year management plan that seeks to enhance and simplify learning, and improve knowledge sharing for patrons. It is recommended that the management plan be reviewed in the third year of implementation and, where necessary, updated towards end of the fifth year by an independent committee.

Introduction

Mission

The primary mission of this collection is to support patrons' learning success by making available materials and resources to help users with their information and education needs. It is also designed to facilitate the innovative knowledge sharing and lifelong learning ideals of UBC-LE.

Purpose of the Plan

This plan is intended to serve as guide for implementing the new collection that will serve the learning and educational needs of patrons and staff. It is again intended as a form of accountability system for UBC-LE, and also to outline the main services to users in the next five years, and finally to prescribe a set of guidelines for the library's operation

Profile of Patron Demographic

The UBC-LE has since 1999 been serving many groups within the DTES area. However, in recent years, two main groups have emerged as primary users of the Learning Exchange. The first consist of immigrants, mostly Cantonese-speaking Chinese seniors. On the other hand, the second group is made up of native DTES residents, mostly low-income and homeless, many with disabilities or severe mental illness. Being a publicly funded facility, individuals in the general community may also access UBC-LE resources and library collections.

On the basis of a series of community consultations and surveys, materials purchased for the new collection supports three core areas of UBC-LE's educational services, namely: adult literacy, learning disability or difficulty management, and recreation.

- Adult-literacy: this consist of materials that cover topics on basic adult literacy skill building including basic arithmetic, basic reading, and communication (eg. ESL)
- Learning difficulty: this features material, mostly monographs but also some audio-visuals, covering topics on learning difficulties for persons of all age groups
- Recreation: this includes materials providing information on recreational activities like sports, cooking, hunting and general lifestyle advice.

The collection is supplemented by several in-house services including peer-led language facilitation and drop-in computer labs. These services all contribute in meeting the needs of UBC-LE dynamic demographic.

Projected Goal and Objectives of New Collection in the next five years

The primary goal for the new collection in the next five years is that it be strengthened in a variety of media to meet the constantly evolving educational, informational, vocational and recreational needs of UBC-LE' diverse patrons. To this end, the following Goals and actions have been earmarked for implementation for the next five years:

- FY2019: Evaluating and updating management plan to include a process for allocating funds for technology
 - Actions:
 - Budget for increased baseline cost for both wired and wireless network bandwidth, taking into consideration the satisfaction of patrons and staff needs
 - Update UBC-LE hardware and software information to meet changing technology trends
 - Take on new staff (including non-library specialists) with key IT skills and expertise
 - Evaluate existing technology help desk staffing, and, if necessary increase budget coverage.

- FY2020: Conduct comprehensive, accurate end of year inventory of all materials in collection to determine baseline circulation statistics for use in future collection development projects
 - Actions:
 - Design and implement system to ensure accuracy of cataloguing records
 - Establish procedure for estimating item loss rate and cost, and if necessary implement new security measures
 - Design a system for assessing collection strength and weaknesses
 - Establish measures for evaluating the quality of cataloguing record

- FY2021: Survey ESL tutors, staff and learners at UBC-LE both to help develop relevant marketing guidelines and also for determining needed enhancements in UBC-LE's ESL collections
 - Actions:
 - Design a system for clarifying ESL goals, objectives, programs and service priorities
 - Establish and identify new goals and service priorities
 - Establish a medium of delivering ESL lessons for quick and maximized patron success

- FY2022: Develop comprehensive public relations program to generate funding for improving and renewing UBC-LE library collection
 - Actions:
 - Establish guidelines for public relations process to generate funding
 - If necessary, contract professional PR company to provide consultation and advice
 - Establish partnership with local community to implement public relations processes for generating the funding

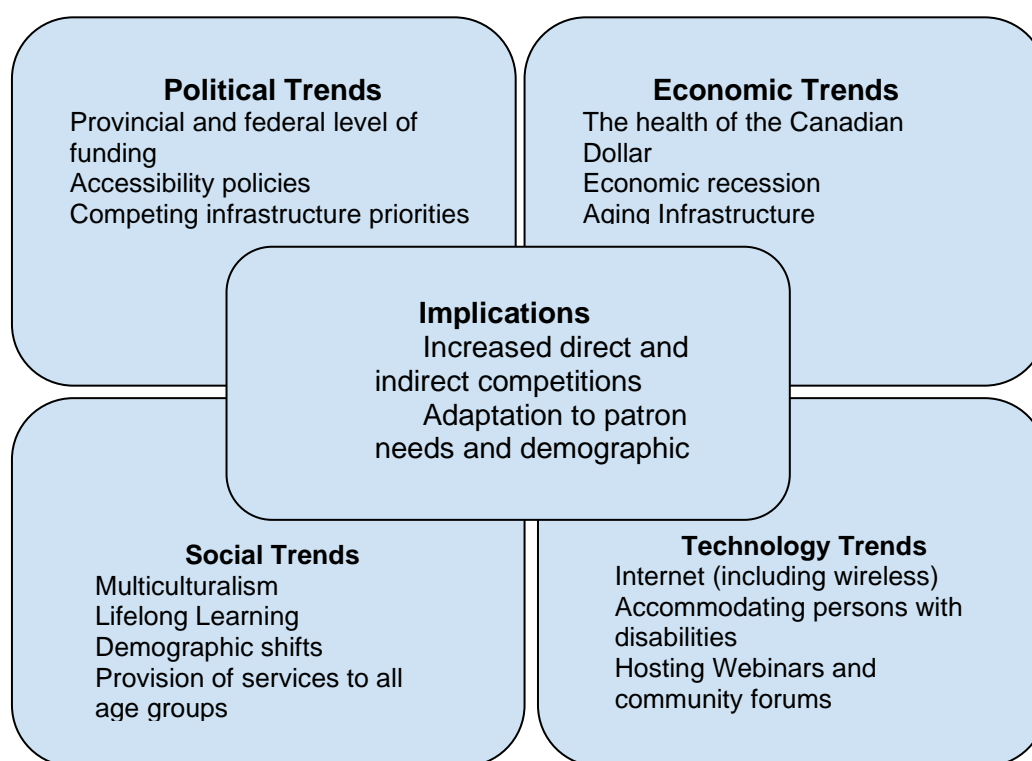
- FY2023: Conduct an evaluation of our monographs and media (audio and video) resources on learning disability and adult literacy
 - Actions:
 - Execute survey among staff and patrons on use of monograph and audio-visual resources in adult literacy and learning disability education to determine areas of replacement or improvement
 - Design a system for improvements or explore alternatives for replacement

Possible Challenges for Collection Growth and Maintenance

A number of challenges are anticipated for the growth and maintenance of the collection over the next five years. These may be caused by a number of factors which can be grouped into the following:

- Political factors:
 - Political factors are anticipated to have an impact on the maintenance and growth of the collection over the next five years. Funding from the provincial and sometimes federal level are needed to implement most of the projected goals. This means that cuts or dips in fund allocation can affect the quality as well as rate of growth of the new collection. Other infrastructure at UBC-LE may also compete for priority in funding and maintenance. New policies of accessibility can also affect how materials in the collection can be maintained and grown over the next few years
- Economic factors
 - Economic trends can also have an impact on how the collection will be maintained and grown the next five years. For instance, a weak Canadian currency can affect ability to acquire new materials and resources to renew or improve the collection as these would become expensive. Again, a strong dip in the economy may affect volunteership at UBC-LE as professionals and qualified staff may look for other opportunities to earn income. More important, necessary maintenance projects and purchases cannot be accomplished because of lack of funding allocation. Aging infrastructure at the UBC-LE might create competing attention that may result in under-prioritizing of needed maintenance and purchase requirements of the collection
- Social Trends:
 - Changing social and demographic trends may also affect the maintenance and growth outlook of the collection in the next five years. From observation of current trends in social and demographic shifts, such as aging population, shift from working to middle class status among patrons, the collection must be constantly updated and adapted in order to align with changing social and demographic developments. This also means that new upgrades and improvements must be constantly implemented on resources for lifelong learning, and for accommodation of multiculturalism, such as constant upgrade of ESL curriculum.
- Technological Trends
 - Trends in technology will also impact the maintenance and growth outlook of the collection in the next five years. Increases in internet usage requires that new formats be acquired to accommodate patrons' shifting technology needs and preference. New technologies must also be acquired to accommodate patrons with visual, hearing or mobile difficulty. Challenges again could be

presented in current technological trends in providing training, tutorial or counselling services to patrons such as use of webinars and conference calls.



PEST analysis of collection maintenance

Possible Collaborations to Ensure Expansion and Reach of Collection in the Next Five Years

In hope of expanding the current collection, UBC-LE will look to collaborate with other libraries, archives and information organizations over the next five years. Through such partnerships, we will be able to effectively supplement our collection resources. More important, this will enable UBC-LE to economize on purchases by having as option free usage of resources in sister libraries. This means that UBC-LE can forego certain purchases in preference of using freely the available equivalents in sister libraries, and in the process save money for use in other projects.

UBC-LE library will seek to establish formal cooperative agreements with the Carnegie Learning centre. The Carnegie centre possesses over 11,000 books, audio-visual resources, journals and periodicals including extensive indigenous and chinese language collections. They also provide social programs for seniors, as well as cultural and arts programs featuring poetry, dancing, writing and several other art forms. Through collaboration with the UBC-LE, patrons at this centre will be able to access similar resources and materials in our new collection

UBC-LE will also look to establish partnership with the Native Youth Learning Centre at Hastings, Vancouver. This is a computer-based learning centre dedicated to supporting the educational, personal and career development of indigenous youths of ages 15 to 30. It houses a resources library that provide a variety of services to patrons that includes, but not limited to, photocopying, fax and phone services in addition to literacy resources. Through our collaboration, patrons of NYLC will be able to access a number of indigenous as well as computer skills-based resources in our collections

The Vancouver Public Library at Carnegie, Downtown, will be another ideal collaborative partner for the next five years. As a partner of one of the branches of the Vancouver Public Library, UBC-LE will have access to the more than 9.5 million books, ebooks, multimedia, journal and magazine collections of Canada's third largest library system. The Carnegie Branch also houses unique Downtown Eastside collections including the Bud Osborne Poetry collection, large indigenous collections, a special seed library for freely sharing and trading of seeds and a special Downtown Eastside collection featuring items relevant to DTES such as government documents, poetry, plays and several others

There is also the Harbour Light Learning Centre. This is a community educational centre operated by the Salvation Army and committed to serving residents of the Downtown Eastside community. It offers services in Adult basic Education such as reading, writing, maths and English skills. There are also services in basic computer literacy such as typing, internet and Microsoft office. Again, book club services are offered to patrons. Finally, there is skill teaching for job readiness such as resume and cover letter writing, interview preparation and various other job searching skills. Patrons of this centre will find useful value in UBC-LE's new collection, particularly, our adult basic literacy resources as well as materials on ESL, and digital and media skills development

Finally, UBC-LE will be seeking to partner with the Chinese Community Library Services Association in the next five years. Having a large Chinese patron base, the UBC-LE's collection will be able to service patrons of the CCLSA whilst obtaining for its own patrons' access to CCLSA's large collection featuring 26,000 fiction and non-fiction books including novels, self-help and various tutorials. Also available for accessing will be 5 Chinese language newspapers, over 600 audio cassettes featuring Chinese folk songs, opera, and other music genres, over 160 video cassettes containing documentaries on Chinese culture, history and geography as well as cartoons for children

Following interlibrary loan policies to be developed in these collaborative partnerships, patrons will be able to access a wide array of collections from other libraries in order to meet their information, recreational and education needs.

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[Appendix] Purchase recommendation form for patrons

Request a book or magazine

Is there a topic you'd like to learn more about?

Is there a book or magazine that you'd like us to buy?

Let us know! We'll do our best to add it to the library.

Your information

Name:

Phone number (optional):

Email (optional):

Purchase request

I would like to learn more about:

I would like the Learning Exchange to buy this book or magazine:

Title:

Author:

Why I think the Learning Exchange should buy this book:

Other comments:

[Appendix] Financial report

Materials			Facilities			
Materials by format	PriceCAD	TotalCAD	Item	UnitPriceCAD	Quantity	TotalCAD
Monographs	5,801.07		Sandusky Lee® Square Edge Mobile Bookcases (78" x 36 x 18)	575.00	1	
Periodicals	841.10				TOTAL	575.00
Digital resources	672.55					
DVDs	320.15		ProjectTotalCAD			
MP3 audiobooks	89.95		9,999.82			
	TOTAL	7,724.82				
Marketing						
Item	PriceCAD	TotalCAD				
E-newsletter #1: Web articles/adverts	400.00					
E-newsletter #2: E-mail solicitation	350.00					
E-newsletter #3: phone text solicitation	400.00					
Word of mouth	100.00					
Leaflets and brochures and banner	250.00					
Radio Mention	200.00					
	TOTAL	1,700.00				

[Appendix] Purchase list

Items we will purchase with \$10,000

Title	Helping Adults with Asperger's Syndrome Get and Stay Hired
Author	Barbara Bissonnette
Category	Learning differences/disabilities
Format	Monograph
Publisher	Jessica Kingsley Publishers
Pub date	2014
Price (CAD)	\$28.24
Source	https://www.amazon.ca/Helping-Adults-Aspergers-Syndrome-Hired/dp/1849057540
Reason for inclusion	https://www.goodreads.com/book/show/22956462-helping-adults-with-asperger-s-syndrome-get-stay-hired

Title	Self-Regulation in the Classroom: Helping Students Learn How to Learn
Author	Richard Cash
Category	Learning differences/disabilities
Format	Monograph
Publisher	Free Spirit Publishing
Pub date	2006
Price (CAD)	\$48.73
Source	
Reason for inclusion	