

Tennessee Libraries

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From the Editors

I am excited about this issue of *Tennessee Librarian* because it has provided us the opportunity to experiment with some new things that weren't possible in the print version of *Tennessee Librarian*. As you can tell by our front page, this issue contains more articles than other issues of *TL* because it highlights the presentations of this year's TLA Conference in Knoxville. We opened up submissions to include a variety of formats, so you'll find among these articles some multimedia presentations, some transcripts, and many more photographs and graphics than an ordinary issue of *TL*. I think we make good use of the possibilities of the web.

Also in this issue you'll find the first segment of a new Interviews column that will become a regular feature of *TL*, edited by Scott Cohen, director of the library at Jackson State Community College. As you may know, Scott has been conducting interviews with luminaries in the Tennessee library world about library issues. Those interviews appear in this issue of *TL*. In the future, we will publish interviews with both local and national librarians, each of whom will be asked to talk about topics pertaining to our libraries in Tennessee. We're hoping that our readers might be interested in conducting interviews and sharing them with *TL*, also. If you're interested in conducting such an interview yourself, look at the [Contributor's Guidelines](#) for more information about the process.

--Marie Jones, Web editor

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Using Classification Web for LC Subject Headings and Classification

Mary Kay Pietris, Cataloging Policy Specialist at the Library of Congress, presented an all-day TLA preconference on "Using Classification Web for LC Subject Headings and Classification" to eleven cataloging personnel from across the state. Participants in the workshop represented libraries from The University of Memphis, Tennessee State University, Tennessee Technological University, Tennessee Wesleyan College, Maryville College, The University of Tennessee, and East Tennessee State University.

"Class Web," which replaced the CD-ROM product ClassPlus, is a new web-based product (released about a year ago) for online access to Library of Congress classification schedules and LC subject headings.

Mary Kay provided instruction in the use of Class Web for LC subject headings and classification. She also demonstrated the use of Cataloger's Desktop, the CD-ROM product that includes Anglo-American Cataloging Rules; Library of Congress Rule Interpretations; MARC formats; the LC Subject Heading, Classification, and Shelving Manuals; and other cataloging tools. Hands-on practice with both Cataloger's Desktop and Class Web was available for all attendees.

The workshop, designed to benefit both those who are already using Class Web and those still thinking about subscribing, was sponsored by

the TLA Technical Services Round Table.

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Teens in the Library: Teen Literature & Teen Reader's Advisory and Tools for Success

This two hour session focused on literature for teens and how librarians can meet their leisure interest needs. Sharon Evrard began with a description of milestones in Young Adult literature which lead into a discussion of high interest genres in teen fiction.

Part I – Literature for Teens

Sharon and Clare Coffey took turns presenting mini-booktalks on the genres. They each creatively presented a short booktalk to entice the audience and remind them of great books and how to reach a teen reader.

- Sharon introduced the **Fantasy** genre in her talk on Bruce Coville's *Oddly Enough*. What would you do if an angel came to you and asked you to keep a box for him? Or, how about if your long lost father shows up to give you your inheritance – life as the leader of a

pack of wolves? These are just two of the scenarios in the book.

- Clare discussed **Adventure** using the Gary Paulsen “Brian Books.” While many are familiar with *Hatchet*, she gave an overall talk of the other “what if” stories readers had requested Paulsen to write. The alternative endings to Brian’s survival adventure are a sure hook for readers.
- Sharon used Carol Plum-Ucci’s *The Body of Christopher Creed* as an example of **Mystery and Suspense**. This title is part mystery, part realistic, and completely involving. In the book, Chris Creed has emailed the school principal “perhaps it would be better if I never existed. I only wish to be gone. So I am.” And, they never found him...
- Clare used Anne C. Lemieux’s book *All the Answers!* As an example of **Realistic Fiction**, describing it as a great story about relationships, honor and lessons of growing up.
- The **Horror** genre was enthusiastically covered by Sharon in her talk on *A Nightmare’s Dozen: Stories From the Dark* by Michael Stearns. These twelve stories need to be read with the lights on.
- For **Humor**, Clare shared a brief introduction on *Sisterhood of the Traveling Pants* by Ann Brashares. This is the story of four friends from birth who at age 15 are separated for the summer for the first time. They are connected by a pair of jeans as they share their joys and trials of their individual summer experience and pass the pants on to the next friend.
- *Fade* by Robert Cormier was Sharon’s choice for a **Science Fiction** booktalk. The unusual family ability that Paul inherits is a hindrance because he is privy to things that are better left unknown.
- Clare shared the Ann Rinaldi book *An Acquaintance with Darkness* as **Historical Fiction**. This post-Civil War story involves an orphaned young girl at the time of the assassination of Abraham Lincoln and how her uncle’s barbaric medical research creates an unusual lifestyle for her.
- Rosemary Wells’ 1980 **Sports** title *When No One Was Looking* combines both tennis and suspense. Sharon gave a tantalizing lead to this sports mystery.
- With a variety of titles to talk about under the heading of **Multicultural**, Clare chose Kyoto Mori’s *One Bird*, a story of a young Japanese girl’s attempt to forgive her mother who disgracefully left her father. She must learn her own place in society. It is through the help of a divorced female veterinarian that the girl learns healing and forgiveness.

Both Sharon and Clare then talked about Teen interest in **poetry and short stories**. These two genres are quick and easy reads to satisfy everyone, including the reluctant reader.

- Bruce Coville is known for his scary stories. His collection *Odder than Ever* offers a twist to the **Short Story** reader. Bizarre and scary, this is a collection that the reader can put down or bravely read through, along with *Oddly Enough*.
- Clare used the book *The Taking of Room 114: A Hostage Drama in Poems* as an example of **Poetry or Novels in Verse**. Poet Mel Glenn writes a gripping story told in verse by the different characters as the hostage situation progresses. Each poem unfolds the feelings of the participants through to the resolution.

Handouts included these [genres with popular authors](#). They also provided a [Reader’s Advisory source list](#) which included websites, and [Milestones in Young Adult Literature](#).

Books were on display for the workshop participants to review at the break and at the end of the session.

Part II of the session on Graphic Novels with Melissa Skipper and John Lloyd followed. They began their portion of the workshop with a [Comics Questionnaire](#) as an ice breaker and to get everybody thinking about graphic novels.

Graphic Novels

The Graphic Novel Defined

Scott McCloud, author of *Understanding Comics*, defines graphic novels as a book length comic that tells a single complex story for adults, in his article in the World Book Encyclopedia.

Steve Warner, in his book *100 Graphic Novels for Public Libraries*, defines graphic novels as "materials that are published in comic book style from collections of newspaper strips (like *Garfield*) to novel length narratives (like *Elfquest*)." One notable feature is the telling of a complete story rather than the monthly cliffhanger ending.

Other works can be published in a graphic novel format. Such as *Classic Comics*. Another example of this would be novels such as Anne McCaffrey's *Dragonflight*.

There are also **original works** that are published as graphic novels such as *Elfquest*. There are also one shot stories produced by Marvel, DC, and other publishers. Examples of this would be *Buffy the Vampire Slayer: The Remaining Sunlight*. You also have prize-winning tales such as *Maus*.

Compilations are collections of previously released material. This is, in the U.S. gathered into a complete story arc (i.e., *Batman: A Death in the Family*). In other countries such as Japan the complete story may not be able to be collected into a single volume, so the volumes are clearly labeled.

History of the Graphic Novel

Comics have their origin in other sources: the early newspaper comic strips, pulp novels, science fiction, and horror stories can all be seen in the wide variety of stories that were available in the early comics. The genres that we read today were readily found in the early stories.

In early comics the complete story was told in a single comic, since they were only available on the newsstand there was no guarantee that you would be able to find the next issue. Today we have stores that cater to this market. The stories that were published in the early comics had no real restraints placed on them and many felt that they were too violent. Fredrick Wertham published the *Seduction of Innocence* which placed some of the blame for juvenile delinquency on comics. The industry decided to voluntarily produce a code to which they would adhere. This code remained in effect until recently. One of the rules, due to earlier production limitations was that the word "flick" could not be used. Inks could run and change words.

Over the years, the comics have changed to remain current with the times even while keeping the essential truths that define the character.

Batman is a good example. First published by Detective Comics (DC), Batman was a costumed vigilante who was the world's greatest detective, his motivation for becoming a vigilante was his parent's murder. As a result he refuses to carry a gun. In his early days this was a defining characteristic. Today he is one of the Big Three in the DC Universe (with Superman and Wonder Woman). He scares many of his fellow heroes. Here is a hero with no super powers who thinks several steps ahead of his colleagues and uses shadows and fear as a weapon. The world at large views him as Gotham's Urban Legend. This allows him even more freedom. The comics have even touched on problems such as drug abuse. *Green Arrow's* sidekick Speedy was at one time a heroin addict. Speedy received help and fights with his past. He has moved on from being a sidekick. At one point in time he worked as a government agent. Currently he has founded another superhero team, *The Outsiders*, since the *Titan* disbanded. If you doubt the influence of pop culture and comics presence, can you finish this statement "It's a bird, it's a plane..."

Perception of Graphic Novels, Comics, Cartoons, etc.

Typically, Americans view comics, graphic novels, cartoons, etc. as being for kids. The average buyer and collector of comics is standing in front of you. The average age is mid-twenties on up with a disposable income. Comics no longer cost \$.25 to \$.35. They now range from \$2.25 to \$5.95 per issue. Graphic novels typically cost \$5.95 to \$29.95. And as for the story line they are typically aimed at the teenager on up. The publishers can and do listen to their audience, thus proving that there is not always a revolving door on the afterlife for all comic book heroes. The original Robin now wears the mantle of *Nightwing*. The third Robin is Tim Drake and the first individual to figure out Batman's secret and he only confronted him when Batman was slowly self-destructing. Why? And what happened to the second Robin? The answer was shocking to the staff at DC. They had so much mail concerning Jason Todd (much of it hate mail) that they decided to set up two 900 numbers. Well the fans spoke and the Joker killed Robin.

Some of the story trends explore what it means to be a hero and some explore social/political issues. For example, the *X-men*. The X-men are mutants who possess extra powers. Mutants are feared and hated because they are different. No one knows who will be a mutant until they hit puberty. So you have all the normal problems of puberty plus the fear and hatred that comes with being a mutant. In the Marvel Universe the mutants face factions of the government who want to make it illegal to be a mutant. The desired punishments for mutants are equally harsh: internment camps, experimental procedures to change the DNA, and, of course, immediate termination. The mutants persevere and fight on for their dream of peaceful co-existence.

In other countries the perception of comics is not the same. In Japan, comics are widely available and account for a fair percentage of the market. It is important that the buyer is familiar with what is purchased. To prove this point during the session, Melissa passed around a Japanese manga published for a mature not teenage audience that she did not recommend purchasing for libraries. The graphic novel was *Crying Freeman*, a story about an assassin.

Genres

All kinds of genres are available. The one the most people in the U.S. would be familiar with are the superheroes. At this point John and Melissa book talked briefly a couple of the genres.

- **Humor**—John book talked about *Bone*

- **Romance**—Melissa mentioned *Mars* (Japanese Manga)
- **Fantasy**—*Elfquest*
- **Science Fiction**—*Star Wars*, *Ghost in the Shell* (Japanese Manga)
- **Historical**—*Maus*, *Rurouni Kenshin* (Japanese Manga)

Resources for ordering

Our Collection Development department requests **catalogs from the various publishers** for staff use. Resources such as **www.amazon.com** and **www.barnesandnoble.com** are useful as well.

Question and Answer

How do you keep your books?

Melissa—Over the years I find that the loss rate is less. I don't know of a way to completely secure anything.

John—The materials that the library puts on them makes them useless to collectors.

How do you know what to choose?

Talk to the teens. Get an idea of what they want. If you have a local comic book store they may be able to provide some help with opinions and suggestions. If a person on staff is a fan of the genre get their input.

What can I order for my younger readers?

Disney comics would be good.

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Preparing Diverse Graduates for Careers in Professional Librarianship: A Focus on the University of Tennessee Libraries Minority Residency Program

Introduction: What are minority residency programs?

A definition

According to the Association for Library and Information Science Education (ALISE), a residency program is a “post-degree work experience designed as an entry level program for professionals who have recently received the M.L.S. degree from a program accredited by the American Library Association.”^[1] Minority residency programs differ from other residency programs because they target members of underrepresented racial and ethnic groups. Similar programs also grouped with residency programs include minority internship programs and minority fellowship programs. Internship and fellowship programs may include a requirement of graduate school attendance and degree completion as the first part of the program before moving into a residency with the university libraries. Despite the different terminology used to describe the initiatives, these programs generally share similar purposes and goals.

Purpose of programs

A review of residency program websites and position announcements easily reveals that most programs share three basic purposes: to increase the diversity of the library’s professional staff; to increase the diversity of the academic librarian profession, and; to reflect the library’s and/or university’s commitment to diversity. These purposes suggest that many minority residency programs are formed in response to institutional and professional pushes for increased diversity. Professional library organizations, like the Association of Research Libraries (ARL), are illustrating this push by launching their own diversity initiatives and lending support to the diversity initiatives of academic research libraries^[2]. These professional organizations are using methods such as scholarship opportunities and internship programs to attract

minorities to the field and to show their commitment to increasing the number of minority librarians[3]. But some in the field still believe that the efforts are not enough[4]. The University of Pittsburgh School of Information Sciences and University Library System (Pittsburgh) emphasized this belief by listing a concern over the lack of recruitment programs among the reasons for launching their own program[5].

Even with the apparent emphasis on the supporting institutions and the field of academic librarianship, minority residency programs do have other purposes related directly to the residents that enter the programs. Most of these purposes describe a program that will in some way prepare a new librarian for a career in academic librarianship. Both the Georgetown Law Library (Georgetown) and the Ohio State University Libraries (Ohio State) stress that their programs will foster the growth of a new librarian into the profession[6]. Similarly, other programs, such as the Auburn University Libraries (Auburn), the University of Iowa Libraries (Iowa), the Ithaca College Library (Ithaca) and the University at Buffalo Libraries (Buffalo), emphasize that their programs are meant to introduce new librarians to careers in academic librarianship[7]. Other goals related to the acquisition of skills by the residents appear throughout program descriptions and are not necessarily included within a purpose or goal statement. The descriptions provided by both the University of South Florida, Tampa Library (South Florida) and the Kansas State University Libraries (Kansas State) exemplify this, offering goals and purposes throughout their descriptions[8]. These different purposes and goals show that minority residency programs serve multiple functions, benefiting the residents, the supporting institutions and the library and information science profession.

Structural aspects

Program lengths

Recent research on residency programs demonstrates that each residency program is unique in its own way and differs in length from one institution to another[9]. Hence, the first few programs were initially established as one-year programs. The programs' lengths have, however, changed over the years from one to generally two years. Both the University of California Santa Barbara Libraries and the University of Delaware Library (Delaware) are examples of programs that made this change. The reason for the change was because one year was not offering the residents necessary and planned for in-depth training and expertise. In addition, one year programs were failing to attract new job seekers who could be recruited for permanent positions elsewhere.[10]

As noted above, the length of programs has been increasing over a period of time, allowing the programs to produce quality residents who are well geared for a future in academic librarianship. Trujillo and Weber support that "[t]he program must last long enough for the intern (1) to be known and valued by library managers and colleagues, (2) to have developed and demonstrated expertise, and (3) to have the opportunity to move into a suitable, budgeted position. Thus a one-year internship is of only moderate value; a two- or three-year appointment may be far more effective in moving interns into regular appointments"[11]. Currently, all but two of the minority residency programs offer two-year appointments. The Rutgers University Libraries (Rutgers) offers a three-year program that includes two years to complete the Masters degree (MLS) while working in the Libraries part-time and one year in post-graduate residency upon graduation[12]. Pittsburgh offers a two-year program that includes one year to complete the MLIS program while working part-time in the University Library System and then a one-year appointment as a librarian upon graduation[13].

Candidate qualifications

Individual minority residency programs have a number of different candidate qualifications and criteria for their residency positions. What one program requires or desires in their candidates may be vastly different from the qualifications that another program desires. Only a few requested qualifications are nearly universal, appearing in the descriptions or job announcements of virtually every program. What may be the most surprising aspect of these “universal” qualifications is that they are no different from the qualifications found on job announcements for other academic librarianship positions.

The majority of programs agree that applicants should be recent MLS graduates of American Library Association (ALA) accredited programs [14], though the length of time allowed since graduation may differ for some programs and not every program gives an exact amount of time [15]. Most programs also insist that their applicants have strong communication skills, whether written, oral, or interpersonal. The desire for applicants with strong interpersonal skills may be directly related to another qualification that appears in a large number of programs: the ability to work well in a team environment. Other qualifications that appear in a number of programs are a desire for professional growth, an interest in an academic librarianship career, and knowledge of information resources.

The one criterion expected to be automatic, membership in a racial or ethnic minority group, is not always a required qualification. Both Delaware and Auburn simply state that members of underrepresented groups are “encouraged” to apply [16]. This is surprising in the sense that increasing diversity is listed within the purposes of both programs. Even when it is required, there is no widespread agreement on what constitutes a minority applicant. Some programs list the four recognized underrepresented groups in the United States as their categories, but Asian Americans are left out of the Cornell University Library’s (Cornell) description [17]. Other programs use vague wording and do not specifically list any groups, relying on phrases like “member of an under-represented group in the field of librarianship” to define this criteria [18]. Related to the issue of what constitutes an underrepresented group is the requirement of United States’ citizenship, either by birth or naturalization. Some programs require that applicants either have citizenship [19] or show proof of their eligibility for employment in the United States [20]. The wording used in relation to race and ethnicity, as well as nationality, is important in terms of interested applicants being able to determine whether they are eligible to apply for a program.

Number of residents

The number of residents accepted into individual minority residency programs ranges from one to three. This number is affected by a number of factors, with funding often noted as the leading determinant of how many residents a program can support. The number of residents in a program at one time is an important issue for a supporting institution to consider. Some former residents report that being the only resident was a disadvantage for them, as they lacked a built-in peer group that understood what they were going through [21]. The Yale University Library (Yale) program, which began with only one resident, was able to address the issue of the lone resident’s isolation through extra funding provided through a grant that allowed them to select two residents for future rotations [22]. Even if programs cannot support more than one resident at a time, encouraging contact with former residents who have completed the program may provide similar benefits to having a second resident. An Ohio State resident reported that she benefited from contacting past residents who took the time to check-in on her throughout her residency [23].

Benefits for residents: How are these programs preparing diverse graduates for careers in professional librarianship?

The residency program involves a mutually beneficial relationship. The focus of this paper however, is mainly on the benefits for the resident rather than the parent organization. If the program is well planned and provides a supportive environment, participants can further develop skills and explore their interests. This creates a platform for specialization and for individuals to realize their full potential. This may therefore, make the resident more competitive for full time positions at the end of the program. To a large extent, the resident has an opportunity to attend professional conferences, be involved in projects and meetings, and experience how the library functions as a system; thereby creating a well-rounded person who is geared for more challenging issues in the library field. In addition, as the activities of the program focus on the libraries as a system, this will assist both the resident and the workforce involved commit to teamwork. This enhances positive synergy in the library - an antidote for success in any organization of today. In this way, the resident may therefore, become more adaptable to the ongoing changing information landscape, and the academic world at large. Thus creating a more flexible individual on which the health of most research libraries thrives. If the residency candidates are retained upon completion of the program, the candidate does not have to go through the feeling of being new in an environment. Hence, this could enable continuity and effectiveness. Above all, residency programs expose new librarians to real life issues in the library profession, offering in-depth training, which one might not get in a permanent, fulltime position. In this way the resident has the opportunity of exploring aspects of librarianship, which one might not have previously considered [\[24\]](#).

Fundamental program components

Minority residency programs, indeed most library residency programs, share common themes and components. This may be partly due to a reliance on ALISE's guidelines for residency programs, which outline the features that should be included in residency programs in order to achieve success[\[25\]](#). Many of the features listed by ALISE and included by programs are closely related to the job responsibilities that academic librarians are expected to undertake. These responsibilities may include teaching, collection development, reference services, research, committee service, and meeting attendance, to name a few[\[26\]](#). ALISE specifically lists a number of responsibilities that employing institutions should abide by. Many of these responsibilities are combined into general components that residency programs use to set up the structure of their programs. A review of website descriptions and position announcements illustrates that some components are more prevalent than others. These more prevalent components are referred to here as "fundamental components" and consist of rotations and department assignments, research opportunities, professional development opportunities, committee service, and mentoring.

Rotation and department assignments

The structure of residency programs differs extensively depending on the program. Many residency programs started out with rotational models. These models allowed residents to rotate through many different areas of the library and exposed the residents to a breadth of professional activities within academic libraries. However, in some cases this model did not provide enough substantial experience for the residents or for the libraries, and lacked specific work application. Most programs still utilize a rotational model, but the number of rotations is generally limited to less than four in a year and is usually followed by a full year in one specific department or area within the library.[\[27\]](#)

Rotating into different departments of the library is a unique component of residency programs. This exclusive factor gives residents the opportunity to get real-life job experience in different areas of the library, a luxury not afforded to other new librarians. The structure and length of the rotations vary from library to library. In most cases, in the beginning year residents rotate through different library units, work in two, three, or even four key areas of the library, and gain broadly based experiences. In the second year the residents select one area to work in and complete a special project or activity in that area. The time spent for a rotation in one department varies widely, ranging anywhere from one month to six months, depending upon the structure of the program. Ohio State is an example of a program where “the first year includes introduction/orientation to the various departments and operations, while the second year of the residency emphasizes one or more areas of special interest to the Resident”[\[28\]](#).

While there are many residency programs that offer rotations to different departments, there are also a few libraries where residents get assigned to work in a specific area of the library. For example, at Iowa, the resident gets assigned to a specific library department, such as instructional services or government publications[\[29\]](#). Buffalo specifically assigns all residents to the Arts & Sciences Libraries for a “general introduction to public services” in the first year[\[30\]](#). Whether residents are assigned to specific areas or departments or they rotate through a number of different areas, the result is the same: the residents are exposed “to a broad range of operations, services, and issues” in a specific institution[\[31\]](#).

Research opportunities

Research opportunities in residency programs help an entry-level librarian get involved in the research library workforce and get an early start on their professional career without the normal pressures of tenure requirements. Most residency programs guide the resident through the research and publication process, a benefit not often offered to new librarians. This approach facilitates the resident’s entry into the academic research and publication world.

A number of residency programs probably expect that their residents will be involved with research activities and publication, but few programs specifically mention this as a requirement in their program descriptions or their job advertisements. Exceptions to this include Buffalo and the University of Arizona Libraries (Arizona). At Buffalo, “all residents are responsible for completing either a scholarly article for a peer-reviewed journal or a special project”[\[32\]](#). Arizona states that residents will “[b]ecome a published author as [they] are guided through the process of writing an academic article.”[\[33\]](#)

For those programs which do not require a research component, resident involvement in research opportunities relevant to individual long-term career goals may still be supported and encouraged. Iowa, for example, encourages publication as a way of developing the oral and written skills of the residents[\[34\]](#). Involvement in research activities and endeavors is important to the preparation of minority residents for successful academic librarianship careers. Residents get the opportunity to explore possible research topics and start writing an article in the hopes that it will lead to publication, without the concern that they must be published in order to satisfy tenure requirements. Guidance through the process during a residency without the pressure of tenure may make for an easier transition to a tenure-track position once the residency ends.

Professional development

Professional development is an essential component of both academic librarianship and minority residency programs. To enhance professional development, “[n]ew librarians are expected to attend local, state and national library meetings and participate in the profession through committee service, publication, or other scholarly and creative activities[35]. Since cost often makes it difficult for new graduates to participate in professional activities, financial assistance is typically offered by the library for professional development. Like in any other profession, professional development initiatives help the resident to be up to date with current knowledge, skills, and the expertise needed in the present job[36]. Hence it is a necessary antidote for producing a well-rounded person who is well geared for real-life, professional challenges.

Committee service

Committee service is another important aspect of minority residency programs as well as academic librarianship. Service on committees is often an expected part of service to the library and offers opportunities for professional development and the development of leadership skills. Committee service is also a way for librarians to meet the requirements of a tenure track position. Committee service usually takes place within the library system, but opportunities for campus and national committee service are also possible.

The benefits and uses of committee service vary from program to program, with not all programs mentioning committee service as an aspect of their program. South Florida lists committee service as a means of “foster[ing] a commitment to teamwork.”[37] Iowa views it as a means of drawing on the resident’s strengths[38], while Cornell views committee service as a way of supporting the interests of the residents[39]. Yale emphasizes that committee membership is an opportunity afforded to all other librarians[40], a reminder that the goal of residency programs is to prepare new minority librarians for continued careers in academic librarianship by introducing them to the normal work requirements of an academic position.

Mentoring

The Online Dictionary of Library and Information Science (ODLIS) defines a mentor as “[a]n experienced, trustworthy person who willingly provides useful advice to a new member of a community, profession, or organization, to assist the person in achieving success in his or her new position and environment.”[41] Mentoring is used as a tool for developing new professionals[42], for offering new employees valuable insight and critical knowledge about the organization and their job[43], and, specifically in libraries, for guiding faculty towards tenure and acclimating librarians into academic librarianship[44]. Mentoring is considered to be an important factor for a successful career in a number of disciplines, including librarianship[45], and is seen as especially important for the success of minority professionals[46]. In the library field, programs are being implemented by libraries, alumni groups and professional organizations[47], including the Association of College and Research Libraries (ACRL), which launched it’s New Member Mentoring Program “...in recognition of the essential role that mentors play in recruiting and retaining new librarians”[48].

Mentoring in librarianship can serve as recruitment, retention, and orientation tools. Mentoring in residency programs can function in all three ways, but is usually seen as a way to orient new residents to the field and to encourage them to remain in the field upon completion of the program. Mentoring within residencies may be either formal or informal, though most programs lean towards formal mentoring. Mainly,

programs appoint mentors from a select group that may include department heads and other library leaders. Appointments are generally based on the resident's preferences as much as possible. South Florida bases their selections on the "interests, skills and aspirations" of the resident when selecting a mentor from within the resident's chosen department[49]. The proposed program Kansas State will "specially-select [t]" mentors to train and develop the skills of the new librarians, using a "multiple mentors model" so that residents will benefit from the "guidance and wisdom unique to different individuals among the staff." [50]

Mentors are in the unique position of being able to offer their expertise through a mentoring relationship and academic libraries are encouraged to "foster mentoring and recognize the role" that mentors can have on the success of new librarians[51]. Minority residency programs have obviously heeded this suggestion, as every program currently running includes a mentoring component. The programs evidently consider mentoring to be an important part of successfully preparing new minority residents for careers in academic librarianship. Mentoring is indeed associated with a number of benefits and positive outcomes for those involved. Those being mentored benefit from the encouragement, training, guidance, support and feedback provided by their mentor[52]. Outcomes for these protégés include increased job satisfaction, higher salaries, and quicker promotions[53]. Mentors benefit from the relationship through increased respect, admiration and visibility in their institutions, as well as possible career rejuvenation, while their organizations receive increased commitment and enhanced experiences for their employees[54].

Optional program components

Special projects

A project is described here as an extensive task undertaken by the resident to apply, illustrate, or supplement training and skills being further developed[55]. Projects can be done independently or as group work, but should be completed within the time frame specified. A project is usually done during the time of rotations or in the final year of the program and this has to be in one or all of the areas in which the resident works. At Cornell, the fellow has the opportunity to "work in at least two departments or functional areas, to explore new information technologies, to work on a variety of grant funded projects..."[56] Thereby affording the resident the opportunity to have more extensive hands-on experience and contribute positively to the organization's priorities. To assess the benefits of the project to both the resident and the organization, a resident is expected to share their project experiences through a presentation or written report. Having said this, it should be noted that most libraries allow flexibility that enables the resident to balance his/her individual goals with that of the organization.

Teaching experiences

It is generally agreed that teaching is an important part of academic librarianship, and is a required qualification found on job notices for academic librarian positions, ranging in terminology from "user education"[57] experience to "bibliographic instruction experience"[58]. But new librarians often have little or no experience with teaching and training and may view it as a stressful part of their jobs[59]. This lack of experience would seem to indicate that gaining teaching experiences would be a key component of residency programs. However, teaching experience does not always show up as a highlighted component of minority residency programs, either on website descriptions or in job announcements.

Teaching opportunities can take many different forms in academic libraries, often depending on the department or area of the library in which the librarian is, and may include workshops for colleagues and patrons to teaching opportunities on a national level. The programs that do include a teaching and instruction component in their advertisements and website descriptions demonstrate through their descriptions the number of different ways that experiences can be obtained in this area. South Florida wraps instruction into an outreach component where collaboration is meant to “further instruction,” along with other aspects of outreach to university faculty[60]. At Arizona, teaching and instruction are listed as possible opportunities for the residents and given as examples of past projects and work by former residents[61]. Ithaca included a willingness to teach as a candidate qualification in their most recent open position announcement,[62] and at Buffalo, extensive training in information literacy services is considered to be an important part of their resident’s first year[63].

Relationship building

As part of networking and further developing communication skills, residents are encouraged to form collegial relationships with the faculty and other senior librarians through joining committees, attending functions, and workshops that are offered not just in the library but in the university community at large. Relationship building partly facilitates professional growth and exposure to the librarian’s role in the community they serve, especially that of subject liaison. In addition, this helps to market the library’s ideas about diversity, objectives and goals as information brokers to the university community as a whole. Mentoring and conference attendance also offer opportunities for relationship building with other librarians who may have similar experiences as the resident. Finally, relationship building enables residents to work in a team environment and illustrate the interdependence of all parties – the academic faculty, librarians, and administrators.

Introduction to management/administrative practices

“As the workforce in the United States continues to diversify in the new millennium, it is clear that the current and future workforce requires minority managers ready with intercultural management and communications skills to compete in a global economy.”[64] To a large extent, residency programs are providing platforms and opportunities for training, leadership, management, and decision-making skills. Therefore, residents are encouraged and expected to take the initiative to involve themselves in leadership and management activities right from the beginning of the program. This can be through participating and chairing library committees that interest them and those that are of priority to the organization.

Exposure to new library technologies

With the increasing presence and influence of technology in libraries, many programs recognize the importance of residents receiving exposure to and the opportunity to use new library technologies during their residencies. At South Florida, residents may be assigned “to innovative projects” that involve “either interdepartmental or inter-campus exposure to developing concepts and technologies.”[65] Arizona residents gain “experience in the latest in information tools and technology” through opportunities to work on projects in areas such as the digital library or the multidisciplinary Integrated Learning Center[66]. Offering the residents experiences with new library technologies insures that upon completion of the program, residents will be technically equipped to move into other professional positions.

Other incentives

Professional rank

Minority librarian residents may acquire any number of professional rankings depending on which residency program they enter. Professional designations and titles found at different programs include “Librarian I”[\[67\]](#), “Assistant Librarian”[\[68\]](#), “Visiting Librarian”[\[69\]](#), and “Visiting Senior Assistant Librarian”[\[70\]](#). Many of these rankings offer faculty status to the residents, but in some cases, minority librarians get the faculty status or benefits without the faculty rank or title[\[71\]](#). Most of the residents are hired as non-tenure track faculty in non-renewable positions, but most programs state that residents will be eligible for available tenure-track positions within their supporting institutions upon program completion[\[72\]](#).

Salary, benefits and relocation assistance

Most programs offer residents an entry-level professional salary with benefits’ packages that usually include annual vacation days, paid holidays, health and dental benefits, and a choice of retirement options. Other benefits provided by some residencies include tuition remission or assistance for the employee and their families, financial support for conference attendance, and relocation and moving assistance. The amount of support provided for conference attendance varies by program, and programs may limit support to a specific number of conferences[\[73\]](#). For the most part, programs do not specify a number but they do indicate that only *some* financial support will be provided. In general, residents are eligible for the same amount of travel support as any other professional library position. Another benefit provided by some programs for their selected residents is relocation and moving assistance. Programs that are willing to help residents offset the cost of moving will be able to recruit from a larger number of applicants in different parts of the country.

Benefits for libraries and the profession: How are these residents impacting their libraries and professional librarianship?

Increased diversification

Bringing a diverse workforce into the libraries serves as a role model for the multicultural student body, faculty, and the university community at large. Indeed, residents provide a number of benefits related to the diversification of their institutions. They contribute to a balanced work force, encouraging a welcoming environment in which the needs of all users, regardless of gender, color, race or culture, can be met. Recent research and current composition of most academic institutions illustrate that “recruitment for diversity to librarianship strengthens the design and delivery of library and information services to the corresponding diverse population of users and potential users of libraries in the new millennium”[\[74\]](#). This may translate into increased use of library services by minority students, who may want to see staff who look like them [\[75\]](#). Minority students may also be more willing to consider librarianship with the increased visibility of the residents in the libraries.

Staff attitudes and opportunities

The presence of minority residents can affect the attitudes of and offer new opportunities to the staff in the supporting institutions. Presence

of the program stimulates staff motivation and loyalty to the organization, as the entire organization commits to the success of the program. More experienced librarians are offered the opportunity to help foster and create new minority leaders by providing mentoring and training to the residents. Libraries may also be able to use the program as a way to experiment with the design of new positions and services through the experiences of the residents. These new positions and services can help the organization adapt to the demands and changes taking place in the profession in general.

Rejuvenating atmosphere

Recruiting residents that are highly motivated and talented can bring into the organizations new and fresh ideas and skills that are necessary for the organization to provide quality service to its users. The presence of the residents reinforces a culture of excellency and high performance, in which the hard work of the residents encourages other staff to work just as hard. The residents also bring the knowledge of a recent graduate into the field and offer programs a window into the current theories being taught in library and information school programs. This insight can help the organization plan for future directions in research and development.

Post-program benefits

If the residency candidates are retained upon completion of the program, libraries may benefit from saved costs and time normally expended for recruitment and training of new staff. Residents also compose a ready-made pool of applicants, who have the advantages of being familiar with the organization and its staff, requiring no extra training, and eliminating any awkward getting-to-know-you period. It is also more cost and time effective to recruit internally rather than externally, eliminating the time it takes to complete a search, the cost of advertising, the time it takes to select candidates and interview, the cost of hosting candidates during their interviews, and the time it takes to make the selection. In addition, the libraries will also reap the benefits of their investment, retaining the expertise and skills of the residents and facilitating continuity and effectiveness in the libraries.

In focus: A look at the University of Tennessee Libraries' Minority Residency Program

Background: Why and when?

The University of Tennessee Libraries (the Libraries), in keeping with a long-standing commitment to diversity, launched its first minority librarian residency program in 2002. Barbara Dewey, the Dean of the Libraries, with the support of the University's Vice Chancellor, library department heads and the Libraries' Diversity Committee, initiated the idea in 2001. The Libraries' Dean believed that the residency program would "bring into the organization and the profession at large not only ethnic and cultural diversity but also the fresh enthusiasm and skills of recent library and information science graduates."[\[76\]](#) In addition, the program was seen as a "tool that offered residents early work experience that is transferable to future positions."[\[77\]](#) With this in mind, Jill Keally, the resident program coordinator, with the help of the Libraries' Diversity Committee, gathered all the information necessary to launch the program and by fall 2002 the group was ready to start the search for at least two candidates.[\[78\]](#)

Program structure and purpose

The structure of the Libraries' Minority Residency Program is stated clearly in its program description as follows:

"The purpose of the program is to attract recent library school graduates from underrepresented groups to a challenging and rewarding career in academic librarianship. Successful candidates will serve as residents for two years and may be eligible for permanent employment as faculty upon completion of the program. Residents will be expected to do the following: work closely with librarians to develop skills and career plans, develop collegial relationships with faculty outside the library, participate in library committees, and become involved with professional associations. In addition, the candidates will receive guidance from a mentor with the goal of completing a specialized project during the second year of their residency. Each resident will select several areas of the library in which he/she will work and take part in a variety of initiatives and projects."[\[79\]](#)

Compared to other programs

With the Libraries' program still in its infancy (year one will be complete at the end of August 2004), it is not really possible to compare the program, in terms of success, to other more established programs. What can be done, however, is a look at the components that the Libraries' program may share with other minority residency programs and discuss both similar and dissimilar aspects.

Rotations

The Libraries' program offers the residents an opportunity to rotate through three different departments in their first year, similar to Notre Dame University Libraries' program[\[80\]](#), with the built in flexibility that allows the three residents to rotate in and out of departments on their own individual schedules and not on a particular time schedule. This flexibility also affords the residents the option of only choosing two departments rather than three, allowing for such benefits as the completion of more detailed projects. Following in the trend of other successful programs, the Libraries' has chosen to have the residents choose one department for their second year where they will complete a project that benefits both the resident and the Libraries.

Mentoring

Mentoring in the Libraries' program is both formal and informal. Jill Keally, Head of Library Personnel and Procurement and the resident program coordinator, and Thura Mack, an Associate Professor with the Libraries, both act as mentors to the residents, counseling them on different aspects of their professional lives. Once the residents select a department to work in for their rotations, their immediate supervisor within that department also becomes a mentor. While this formal mentoring is beneficial, the residents also benefit from informal mentoring offered by a number of different librarians in the Libraries. These librarians voluntarily take time to speak with the residents, to offer advice and encouragement, and to lend support as needed.

Committee service

Committee service is an important piece of the Libraries' program. All three residents serve on both the Libraries' Diversity Committee and the Staff Development Advisory Committee. One of the residents also serves on the Dean's Faculty Advisory Committee and will begin a one-

year appointment on the Diversity Committee of the ALA's New Member Round Table in June 2004. Another resident is currently serving on a search committee for an open faculty position within the Libraries. The committees offer the residents leadership and collaboration opportunities, and help them to build relationships with a number of their colleagues whom they might not normally have the opportunity to interact with.

Initial orientation

One unique component of the Libraries' program may be the one-month long orientation the residents complete at the beginning of their first year. This month long orientation is designed to thoroughly introduce the residents to every department and branch library within the University of Tennessee, Knoxville system, as well as introduce them to the campus and community. Residents spend different amounts of time in each department, meeting the employees and department supervisors. The departments utilize this time to introduce the area to the residents and suggest possible projects that the residents may wish to undertake if they select a rotation within that department. This orientation allows the residents to acclimate themselves to the Libraries while gathering information on the different departments they will be selecting from for their first year's rotations.

Group projects

Group work amongst the three residents is highly encouraged at the Libraries'. Some programs do not even have this option, as they only support one resident at a time. The residents have worked together on a number of projects including a library workshop presentation, local and national conference presentation opportunities and projects, and national grant funding opportunities. The national grant funding opportunity has led to the creation of a project related to minority residency programs that the residents are spearheading. This project is designed to connect minority residents and those who are interested in minority residency programs through a network of sharing. The network will include mentoring and training opportunities, as well as provide a space for residents, residency programs and other interested parties to communicate and share information about their experiences.

Professional development

The residents actively participate in a number of professional development opportunities, ranging from conference attendance to workshop presentations and poster sessions. Residents receive complete funding for their travel to conferences and are encouraged to attend as many conferences that fit their professional interests, both locally and nationally, as they can. The residents also benefit from another program found at the Libraries entitled "Working to Reach Academic and Professional Success (WRAPS)." WRAPS offers resources and information for all new faculty in the Libraries, providing support for the location of outlets for instruction, research and service, facilitating collaboration between senior and junior faculty, and providing professional continuing education programs to staff^[81]. WRAPS facilitates professional development for all of the Libraries staff, including the residents who benefit by being a part of the Libraries' organization.

Benefits

The Libraries' program is one of few that openly advertise that relocation assistance is provided to new residents. This is important for the program, in that it assists in attracting a larger number of candidates for the positions. The majority of the minority residency programs are on

the east coast of the United States. Interested applicants who live on the west coast may be deterred from applying to a program if no relocation assistance is offered. The relocation assistance acts as an incentive for those who may not be considering the position due to concerns over the cost of a cross-country move, as well as those who may be concerned about moving their entire family. Candidates may be more inclined to consider the move if they know that the supporting institution is willing to help support them in this way.

Conclusion

Minority residency programs have many goals and purposes, the most important of which may be the training and preparation of new minority librarians for careers in academic librarianships. These programs use a combination of components to achieve their goals, providing new minority librarians with mentoring, professional development, teaching experiences and opportunities for committee service, to name a few. These programs are mutually beneficial for the residents and the institutions that implement and support them. These programs are increasing the diversity within academic libraries and the academic librarianship profession, and though still in its infancy, the University of Tennessee Libraries' program is well on its way to joining the ranks of other established minority residency programs and their diversity efforts.

Notes

[1] Association for Library and Information Science Education (ALISE), "Guidelines for Practices," 1.

[2] Association of Research Libraries (ARL), "Diversity Program."

[3] Robles, "Recruiting the Minority Librarian," 779.

[4] Trujillo and Weber, "Responses to Cultural Diversity," 158; Josey, "Diversity in Libraries," 7.

[5] Davis, "Recruitment Program Launched," 406.

[6] Georgetown University Law Library, "Library Resident Program"; Gooden, "Diversity Residency Program."

[7] Kerry A. Ransel, e-mail to Reformanet Listserv, February 1, 2001, <http://lmri.ucsb.edu/pipermail/reformanet/>

[8] University of South Florida, Tampa Library, "Henrietta M. Smith Residency Program"; Patricia Wong, e-mail to Reformanet Listserv, December 10, 1998, <http://lmri.ucsb.edu/pipermail/reformanet/1998-December/003896.html>; Johnson-Cooper, "Jean Blackwell Hutson."

[8] University of South Florida, Tampa Library, "Henrietta M. Smith Residency"; Kansas State University Libraries, "Post-MLS Multicultural/Diversity Residency Program."

[9] Cogell, introduction to *Diversity in Libraries*, xvi.

[10] Simmons-Welburn and Dewey, "Advocating Diversity in Research Libraries," 24.

[11] Trujillo and Weber, 159.

[12] Rutgers University Libraries, "Internship/Residency."

[13] University of Pittsburgh School of Information Sciences, "Fellowship and Residency Program."

[14] The University of Minnesota residency program is the only one to list that the foreign equivalent to the ALA accredited MLS would be acceptable. Research Library Residency & Internship Programs Database. <http://db.arl.org/residencies/FMPro?-db=residencies.fp5&-format=detail.html&-lay=web&-op=eq&Library=Minnesota&-recid=27&-find=> (University of Minnesota Academic Librarian Residency Program; accessed March 12, 2004).

[15] The University of Arizona Library lists the time-frame as "within six months of your date of application or by the summer of the year in which you apply." University of Arizona Library, "SABIO"; Ithaca's program allows the MLS to have been awarded "within the last two years." Patricia Wong, e-mail to Reformanet Listserv, December 10, 1998, <http://lmri.ucsb.edu/pipermail/reformanet/1998-December/003896.html>; Buffalo lists 2000 or later as recent for their program. Johnson-Cooper, "Jean Blackwell Hutson."

[16] The University of Delaware Library, "Pauline A. Young Residency"; Kerry A. Ransel, e-mail to Reformanet Listserv, February 1, 2001,

<http://lmri.ucsb.edu/pipermail/reformanet/2001-February/006444.html>

[17] Cornell University Library, "Library Fellowship Program 2002/2004."

[18] Rutgers University Libraries, "Internship/Residency."

[19] University of Arizona Library, "SABIO."

[20] Rutgers University Libraries, "Internship/Residency."

[21] Daix and Epps, "Two Former Residents' Perspectives," 134.

[22] Turner, "Minority Librarian-in-Residence Program," 31.

[23] Young, "Launching Librarians into an Academic Career," 107.

[24] Beavers, "Becoming the Institution," 113-118.

[25] ALISE, 2.

[26] Butcher, "Reflections on Academic Librarianship," 350.

[27] Brewer, "Implementing Post-Master's Residency Programs."

[28] Gooden, "Diversity Residency Program."

[29] University of Iowa, "Library Residency Program."

[30] Johnson-Cooper, "Jean Blackwell Hutson."

[31] ALISE, 2.

[32] Johnson-Cooper, "Jean Blackwell Hutson."

[33] University of Arizona Library, "SABIO."

[34] University of Iowa, "Library Residency Program."

[35] Brewer, "Reflections," 9.

[36] Chan and Auster, "Factors," 266.

[37] University of South Florida, Tampa Library, "Henrietta M. Smith Residency."

[38] University of Iowa, "Library Residency Program."

[39] Cornell University Library, "Library Fellowship Program 2002/2004."

[40] Yale University Library, "Minority Librarian in Residence Program."

[41] *ODLIS: Online Dictionary of Library and Information Science*, s.v. "mentor," <http://www.wcsu.edu/library/odlis.html#M>, (accessed March 14, 2004).

[42] Blue, "Organizational Mentoring," 40.

[43] Stromei, "Increasing Retention and Success," 56.

[44] Kuyper-Rushing, "Formal Mentoring Program," 440.

[45] Fiegen, "Mentoring and Academic Librarians," 26; Byrne, "Mentoring," 39.

[46] Munde, "Beyond Mentoring," 172.

[47] Fiegen, 26.

[48] Bullington and Boylston, "Strengthening the Profession," 430.

[49] University of South Florida, Tampa Library, "Henrietta M. Smith Residency."

[50] Kansas State University Libraries, "Post-MLS Multicultural/Diversity Residency Program."

[51] Trujillo and Weber, 159.

[52] Kalbfleisch and Davies, "Minorities and Mentoring," 267.

[53] Wright and Wright, "Role of Mentors," 204; King, "African Americans and Librarianship," 250; Munde, 172.

[54] Kalbfleisch and Davies, 267.

[55] *American Heritage Dictionary of the English Language*, 4th ed., s.v. "project," <http://www.yourdictionary.com/ahd/p/p0588000.html> (accessed March 14, 2004).

[56] Cornell University Library, "Library Fellowship Program 2002/2004."

[57] West Virginia University Libraries, "Agriculture."

[58] University of Oklahoma Libraries, "Library Faculty Vacancy."

[59] Sheesley, "Burnout and the Academic Teaching Librarian," 448.

[60] University of South Florida, Tampa Library, "Henrietta M. Smith Residency."

[61] University of Arizona Library, "SABIO."

[62] Patricia Wong, e-mail to Reformanet Listserv, December 10, 1998, <http://lmri.ucsb.edu/pipermail/reformanet/1998-December/003896.html>.

[63] Johnson-Cooper, "Jean Blackwell Hutson."

[64] Zhang, "Library Minority Managers," 227.

[65] University of South Florida, Tampa Library, "Henrietta M. Smith Residency."

[66] University of Arizona Library, "SABIO."

[67] University of Pittsburgh School of Information Sciences, "Fellowship and Residency Program."; Yale University Library, "Minority Librarian in Residence Program"; University of Iowa, "Library Residency Program."

[68] Cornell University Library, "Library Fellowship Program 2002/2004"; The University of Delaware Library, "Pauline A. Young Residency."

[69] Notre Dame University Libraries & Kresge Law Library, "Librarian-In-Residence Program."

[70] Johnson-Cooper, “Jean Blackwell Hutson.”

[71] Winston, “Helping Students of Color Succeed.”

[72] The University of Delaware Library, “Pauline A. Young Residency”; Cornell University Library, “Library Fellowship Program 2002/2004.”

[73] The University at Buffalo supports the residents for two professional conferences each year. Johnson-Cooper, “Jean Blackwell Hutson.”

[74] Goss, Jr., “Diversity,” 594.

[75] Josey, 8.

[76] Mack and Keally, “Seeding the Vision.”

[77] Ibid.

[78] Jill Keally, resident program coordinator, Library Personnel and Procurement, University of Tennessee Libraries) in discussion with Maud Mundava, March 10, 2004.

[79] University of Tennessee Libraries, “Minority Librarian Residency Program.”

[80] Notre Dame University Libraries & Kresge Law Library, <http://www.nd.edu/~libdivco/residence/index.shtml>.

[81] University of Tennessee Libraries, “W.R.A.P.S.”

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The Tennessee Newspaper Project: History & Future

**The Tennessee Newspaper Project:
History and Future
March 18, 2004**

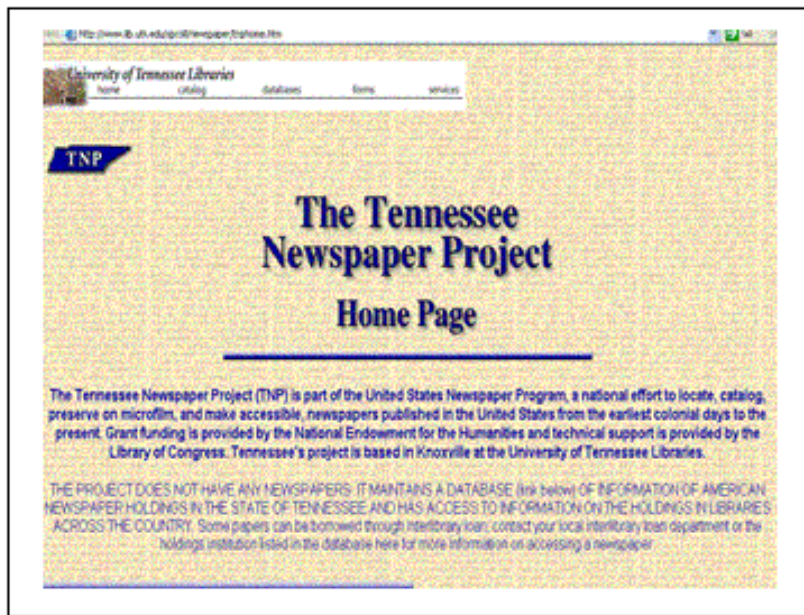
Presented by:

JoAnne Deeken, PI of TNP

And

Charlotte McIntosh, TNP Cataloger

This one hour slot at the conference was broken into two sections. JoAnne Deeken, principal investigator of the Tennessee Newspaper Project (TNP) gave a brief overview. Charlotte McIntosh, West Tennessee Cataloger for the TNP, then presented more details on what exactly the staff of the project do.



The [Tennessee Newspaper Project](#) has received funding from the National Endowment for the Humanities. It is part of the [United States Newspaper Program](#) (USNP).. To date, the NEH has provided almost \$49,000,000 in funding for the US Newspaper Project. That's a lot of money. Why would the NEH be so interested in newspapers?

Why Newspapers?

- They're local.
- They're irreplaceable
- They tell the story of life relatively unfiltered
- They were inaccessible
- They are fragile



Newspapers are local. Most communities publish newspaper that deal with local issues. No where else is that information recorded. Whether you are studying the rise of the Republican Party in Tennessee or the history of women's fashions in the South, Tennessee newspapers are one of the most important primary resources you can consult. Their unique view of localities is not and can not be duplicated in any other format. A quick comparison between local newspapers and television news programs highlight the unique nature of newspapers. Local television news programs (if they exist in a Tennessee location) pay very short attention to the most controversial local aspects: newspapers have in depth coverage of many more local topics. In addition, newspaper publication in the US began in the 18th century. Local news programs began in the mid to late 20th century. Newspapers, through their obituary pages, provide invaluable and irreplaceable genealogical information. Finally "local" news programs are concentrated in the major metropolitan areas of a state and not in each local community.

Newspapers also tell you things about a local community in their placement of the news. For instance, in gathering data for the TNP, one of our staff members located a Chattanooga newspaper that covered the assassination of Abraham Lincoln on pg. 2 of the paper. That placement alone tells you volumes about a community. Not only is the news itself irreplaceable, the placement and arrangement of it is irreplaceable. They are also relatively unfiltered. While every publisher has a bias in choosing the news that's included in the paper, almost all have a section where readers can write their own views. These "letters to the editor" (whatever they are named) allow a community to express its viewpoints about any topic. If the newspapers are preserved, the history of the community and its interests are preserved.

Newspapers are fragile. They are printed on cheap paper and often with cheap ink. They are designed to be read and discarded. Ironically, some of the older papers are actually better preserved than those printed in the mid to late 20th century. The paper quality of the older papers is much higher than the paper produced in the last half of the 20th century. But even taking that into consideration, most copies of newspapers are discarded once they are read.

Finally, before the NEH funded projects, newspapers were inaccessible. The libraries which had collections were not cataloging or advertising them. If a researcher wanted to locate a copy of a paper, s/he was forced to make phone calls to libraries, historical societies, municipal buildings or any other place they could locate. Oftentimes, the letter went to the wrong person and was not answered. The only option to the phone call or letter was to take a chance and plan a visit to an area in the hope that one would find papers.



The screenshot shows the homepage of the U.S. Newspaper Program. At the top left is the NEH logo. To its right is the title "U.S. Newspaper Program" in a large, bold, red font. Below the title is a paragraph of text describing the program's mission: "The United States Newspaper Program is a cooperative national effort among the states and the federal government to locate, catalog, and preserve on microfilm newspapers published in the United States from the eighteenth century to the present. Funding is provided by the [National Endowment for the Humanities](#). Technical assistance is furnished by the [Library of Congress](#)." Below this text is a section titled "U.S. Newspaper Program Participants" with a red underline. To the left of the main text is a vertical navigation menu with red text links: "Who We Are", "Apply for a Grant", "Grant Management", "News & Publications", "NEH Projects", "Search", and "NEH Home". Below the "U.S. Newspaper Program Participants" section is another paragraph of text: "The USNP has supported projects in each of the fifty states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Each project is conducted by a single organization within a state or territory, usually the state's largest newspaper repository. A project's staff inventories holdings in public libraries, county courthouses, newspaper offices, historical museums, college and university libraries, archives, and historical societies. Catalog records are entered into a national database maintained by the [Online Computer Library Center \(OCLC\)](#) and accessible through more than 43,500 dedicated computer terminals worldwide. Microfilm copies of newspapers are generally available to researchers anywhere in the country through inter-library loan."

Purpose of USNP

- Identify existing newspapers published in the US from the eighteenth century to the present.
- Locate WHERE those copies (even of individual issues) are held.
- Share that knowledge through OCLC Union List capabilities
- If necessary, microfilm the newspapers to preserve them in SOME format.

What, exactly, is the purpose of the United States Newspaper Program? According to the web site, "The United States Newspaper Program is a cooperative national effort among the states and the federal government to locate, catalog, and preserve on microfilm newspapers published in the United States from the eighteenth century to the present." (web site consulted March 23, 2004). NEH has funded projects in each of the 50 states, the District of Columbia, Puerto Rico and the Virgin Islands. (Names of hosting institutions and contacts are available on the NEH web site.) Once a newspaper holding has been located by a local project, the paper is cataloged on OCLC and a local data record (ldr) is created showing exactly which organization owns specific issues. That technology was state of the art when the USNP began more than 20 years ago, though it feels very old-fashioned to us today. The USNP is winding down. The TNP was one of the last state programs to begin and is in the last five to be completed. Our completion date is late 2005/early 2006.

**The Tennessee
Newspaper Project**

Past, Present, and Future

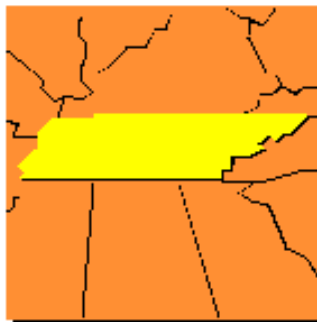
Tennessee joined the United States Newspaper Program (USNP) in 1994 when the [University of Tennessee Libraries](#) was awarded a one year planning grant by the [National Endowment for the Humanities \(NEH\)](#). The purpose that year was to establish the groundwork for the project and determine the general outline for implementation. To accomplish that we needed information about newspaper holdings in Tennessee so we conducted a statewide survey of almost 900 possible newspaper repositories. Using the information from the survey and input from advisors, we submitted a grant proposal for the first part of the implementation project. The proposal was successful and we were awarded a twenty-two month, approximately \$250,000 grant for the period of July, 1995 - April, 1997 and a subsequent one year extension. In May, 1998 we were awarded a two year continuation grant which will take us through April, 2000.

The general goals of the TNP, like all USNP projects, are to locate, catalog, and preserve American newspapers from the earliest colonial times to the present, thereby helping to ensure that America's historical newspapers will be available for current and future generations. All fifty states, Puerto Rico, and the Virgin Islands are currently involved in or have completed a USNP project. Each state project is responsible for cataloging all American newspapers held in its state and preserving, by microfilming, selected newspapers published within the state (though issues are commonly borrowed from repositories in other states to fill in gaps). The projects are supported with financial, administrative, and technical assistance from the National Endowments for the Humanities and the [Library of Congress](#) in addition to cost sharing by the host institutions.

A few of the many newspapers published in Tennessee

The State of Tennessee is extremely lucky for the long term commitment by the Tennessee State Library and Archives to locate and microfilm copies of all newspapers published in Tennessee. Thus, the TNP has not received funding to microfilm and newspapers we locate. We do contact the State Library and Archives when we locate a paper they have not previously filmed, and they arrange to do the filming.

Tennessee's involvement



- First grant received 1994.
- Last grant will expire in 2006.
- Received grants totaling over \$1 million.
- No microfilming money received because of long term, great commitment of TN State Library to film.

With the money we have received, we've hired staff and purchased equipment. Over the last 10 years, we've had staff based in Knoxville, Nashville and now in Memphis. One of the first tasks done by the staff was to develop a survey and send it to any organization in the State that we thought might collect newspapers. Organizations we contacted included every library we could identify, newspaper publishers, museums (including very specialized ones), historical societies, and even some zoos. The survey form asked the respondents to list their newspaper titles and holdings.



What have we done with the money?

- Staff (Knoxville, Nashville, and now Memphis) and Equipment
- Surveyed anyone/anyplace in state that might have newspapers (in 1996 & 2003)
- Created searchable lists databases of the titles returned on surveys
- Inventoried and cataloged what we've found.

The survey results were entered into a database available from the TNP home page. Since the original survey was done about 10 years ago, we resurveyed just last year. That data is being entered into the database. We based, and will continue to base all our work on the survey responses. If we locate a holding institution (almost totally they are libraries) that has identified unique titles, we will visit, survey, catalog and inventory the issues. Practically, if a library has listed titles that we already have in our database and the holdings range matches the TN State Library and Archives microfilm that we've already seen and cataloged, we're not going to visit that institution. Therefore, many libraries who responded to our surveys will not be visited. That's not because their holdings are not important, but because we don't have the time left in the project to visit every place, and we do want to ensure we identify all unique newspaper holdings in the state.

There are two searchable databases available from the TNP site. The first is the [survey database](#). The second is the cataloged database. The second is the more accurate. In the years we worked on the project, we found that many libraries underestimated their holdings. When we visited, we found many more issues than they reported. We also found that, since many of the titles have never been cataloged, many newspapers had multiple title changes in them that were not reflected on the survey responses. For that reason, we recommend that people use the cataloged database. Only if a title can not be located in the cataloged database, should you go to the survey database.

The screenshot shows a web page titled "TNP Search - Cataloged Titles". At the top left, there is a logo for "TNP" and a link "[TNP HOME]". The main heading is "TNP Search - Cataloged Titles". Below the heading, there are two sections for searching and browsing.


Search Section:
Instructions: "To Search, select the field to search at the left, then enter a word from the Title, or an OCLC# below and click 'SEARCH NOW'."
Form: A dropdown menu with "Title" selected, a "SEARCH NOW" button, and a text input field.

Browse Section:
Instructions: "To Browse, select the field to browse at the left, and click 'BROWSE NOW'."
Note: "Note: The Browse function will bring back a list of all Holding Libraries, for example. It is not necessary to enter text into the box. If you do, the list will contain only entries beginning with the text you have entered."
Form: A dropdown menu with "Title" selected, a "BROWSE NOW" button, and a text input field. The dropdown menu is open, showing options: "Title", "Date", "Holding Library", "State of Publication", "County of Publication", and "City of Publication".



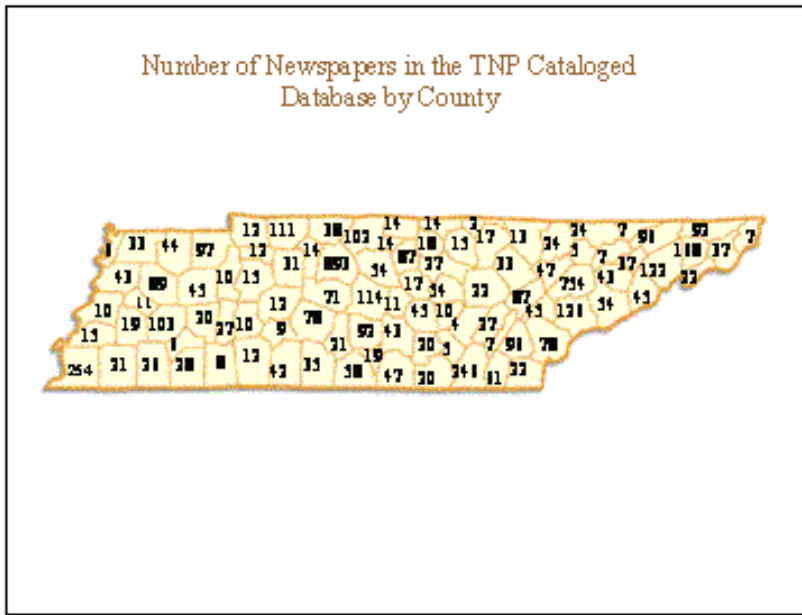
The [cataloged database](#) can be searched in several manners. If you know the exact title or OCLC number, you can do a quick search. However, browsing is a more interesting choice. Using browse you can search by city, county, or state of publication or by holding institution. Searching by city will give you all the newspapers we've located published in that city and where they are held. Using this type of searching, we have cataloged between 2 and 893 newspapers published in each Tennessee county. Once you have located a particular title and date coverage in which you are interested, you can then see which institutions hold them. Contacting the institution for access is then relatively easy.

Some Stats



- There are 5,734 TN titles in our cataloged database
- We have between 2 and 893 papers published in each county.
- We have coordinators in Memphis, Nashville, and Knox Counties.

There are currently 5734 entries in the TNP cataloged database. This database is out of date. We have cataloged more titles than those which appear in it. We have hired a student to begin entering the backlogged data. The survey data done in 2003 also remains to be entered in the survey database. We have three coordinators, one in each of East, Middle and West Tennessee. JoAnne Deeken at UTK Knoxville is the overall coordinator as well as the coordinator in East Tennessee. The project staff has completed inventory and cataloging of all planned sites in East Tennessee. Jeanne Sugg of the State Library and Archives is the Middle Tennessee coordinator and Annelle Huggins of the University of Memphis is our West Tennessee coordinator. Additional staff based in Knoxville are Kay Johnson, Cataloging Coordinator and a student worker. In West Tennessee is Charlotte McIntosh, Jim Cole and another worker yet to be hired. The West Tennessee staff will also cover the remaining few areas in Middle Tennessee that need to be completed. At this point, in Middle Tennessee, we plan to visit University of the South and Fisk University. Every other major depository in Middle Tennessee has been cataloged. We have just begun our work in West Tennessee.



Charlotte McIntosh is the next presenter. She will describe in more detail the actual work being done for the project in the West.

**The Nuts 'n Bolts
of the TNP**

Or,

**Who, What, Where, When,
and How
in Western Tennessee**

Who We Are

Who

- ✦ **Charlotte K. McIntosh**
Instructor, Newspaper Cataloger

- ✦ **James (Jim) T. Cole**
Sr. Library Associate

- ✦ **2nd Sr. Library Associate**
One year position; not yet hired

Charlotte K. McIntosh, Instructor, Newspaper Cataloger, is responsible for the day-to-day management of the project in Western Tennessee. In addition, she does the original cataloging of newspaper titles not found in OCLC and enters our Local Data Records (LDRs) into OCLC.

James T. (Jim) Cole, Senior Library Associate III, identifies and inventories appropriate titles, creates LDRs based on the inventory information and submits appropriate data for original cataloging of titles not found in OCLC.

There will be a second Senior Library Associate III. This position has not yet been filled. This person will assume the same duties as those listed above for Jim Cole. We are currently accepting applications for this position which has been posted on various Web sites.

What we *are* doing

What we are doing

- ✦ **Locating, inventorying, and adding LDRs for newspapers in Western TN**
- ✦ **Adding records to the TNP database**
- ✦ **Collaborating with the TSLA to advise of titles found for possible microfilming**
- ✦ **Providing visited institutions with a copy of the LDRs added to OCLC for local, internal use**

We are locating, inventorying, and adding Local Data Records to OCLC's Union List for the newspaper titles found at the repositories we visit. We will define "Local Data Records" and tell you how to read them [later in this presentation](#). Records are added to our own searchable database that resides on the Tennessee Newspaper Project Web site at: <http://www.lib.utk.edu/spcoll/newspaper/tnphome.htm>. In addition, as we find important newspapers that have not yet been microfilmed, we are collaborating with the Tennessee State Library & Archives by advising them of the existence of these newspapers. Finally, each institution we visit will be provided with a copy of the LDR's we add to OCLC for that institution's own internal use.

What we are *not* doing

What we are NOT doing

- ✦ **Adding newspapers not published in Tennessee**
- ✦ **Adding newspaper clipping files**
- ✦ **Adding records for newspapers that are not archived**
- ✦ **Indexing newspaper content**
- ✦ **Research for individuals or institutions**
- ✦ **Management of microfilming newspapers that we find**

People often express that they have heard rumors about what we are doing. To dispel any misconceptions, we'll cover those things we are NOT doing. We are not adding newspaper holdings for those not published in the state of Tennessee unless time permits. We also will not be adding any newspaper clippings files. Records will not be added for any newspapers that are not being archived (i.e., those titles held for only a current number of days/weeks/months). We are not indexing any newspaper content. Because of time constraints and the scope of our project, we cannot do research for individuals or institutions. While we are providing the Tennessee State Library & Archives information for unique newspapers that are not microfilmed, we are not managing the actual microfilming of the paper copies we find.

Where we will be going

Counties we will visit in Western Tennessee



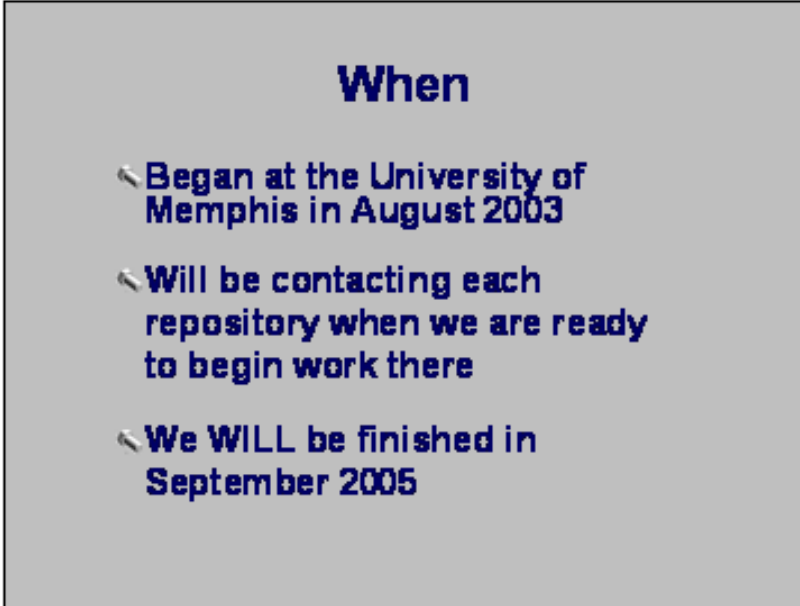
We will be visiting repositories of newspapers in the counties of Western Tennessee (west of the Tennessee River) identified by survey data as having ten or more unique titles to add to our database. These are specifically: Gibson County, Hardin County, Henry County, Madison County, Shelby County, and Weakley County. In addition, there are a few places not completed in Eastern and Middle Tennessee that we intend to visit as mentioned by JoAnne Deeken in the previous part of this presentation.

Where

- ↙ **Counties in Western Tennessee identified as having ten or more titles to add to the TNP database**
 - ↙ Gibson County
 - ↙ Hardin County
 - ↙ Henry County
 - ↙ Madison County
 - ↙ Shelby County
 - ↙ Weakley County

- ↙ **The few repositories left to complete in Eastern and Middle Tennessee**

When



When

- ✎ **Began at the University of Memphis in August 2003**
- ✎ **Will be contacting each repository when we are ready to begin work there**
- ✎ **We WILL be finished in September 2005**

We began working on the project at the University of Memphis in August, 2003. We are close to finishing our work there. The next location we plan to visit is the Memphis/Shelby County Public Library.

Each repository to be visited will be contacted sometime within this calendar year to make arrangements and to handle the logistics for completing our work at each site. We WILL be finished by September 2005.

How we do our work

How

- ↖ **We look at all newspapers in all formats**
- ↖ **Create an inventory sheet for each title found**
- ↖ **Use calendars to indicate missing issues**
- ↖ **Add an LDR to OCLC & to TNP database**
- ↖ **Copy/paste from previously created LDRs when possible**

We will look at the original, reproduced, and microfilm versions of all of the newspaper titles held in each place we visit. This includes anything held in a Special Collections Department or identified in manuscript collections, but here, only full issues, not clippings, are included.

TNP CATALOGING AND INVENTORY SHEET

Holdings Location: TMAK **Initials of Person Doing Inventory:** ckm

Format: Original Paper Microfilm RP

Call no./Location: Microforms Newspapers

Banner/ Masthead: _____

Place of Publication: _____

Description Based on: Vd. _____ No. _____ Whole No. _____ Date: _____ Day of Week: _____

TITLE AS ON:

Publisher's Statement: _____
Same as banner: None:

Running Title: _____
Same as banner: None:

Editorial Heading: _____
Same as banner: None:

Other Titles: _____
Same as banner: None:

Publisher: _____

Editor: _____

Frequency: Daily Daily except _____, Weekly Semi-weekly Other: _____

Notes: _____

Last Issue Available: Vd. _____ No. _____ Whole No. _____ Date: _____ Day of Week: _____

Other Editions: Title: _____ Frequency: _____ None:

Preceding Title: _____

Succeeding Title: _____

Calendars attached: Yes No

Dates of issues in LDR format: < _____ >

General Condition of most issues: No missing text ; 1-10% missing text ; 11-50% missing text ;
50%+ missing text

Issues are: Bound Loose

An inventory sheet is completed for each title found and perpetual calendars are used to indicate which issues are found. An electronic version of the inventory sheet was developed by the Newspaper Cataloger in Memphis. This format has several advantages:

- Less chance of error since information is typed instead of handwritten.
- Electronic records can be transmitted and used in a variety of ways. They can be e-mailed to/from anyone, anywhere as an attachment or put in a shared file. And, information can be easily copied and pasted to other documents.
- Faster input of information is possible.

The following screen shots show the type of perpetual calendars we use to indicate which issues are actually there and which are missing. The Year Correlations Chart is used to determine which calendar to use for the year being inventoried. The calendar chosen is then used to indicate which issues are found. A slash is marked through the date of the issues actually seen. These calendars are then used to create the Local Data Record, indicating which issues are actually held at the individual institutions.

Perpetual Calendars - Microsoft Word

File Edit View Insert Format Tools Table Window Documents To Go Help Type a question for help

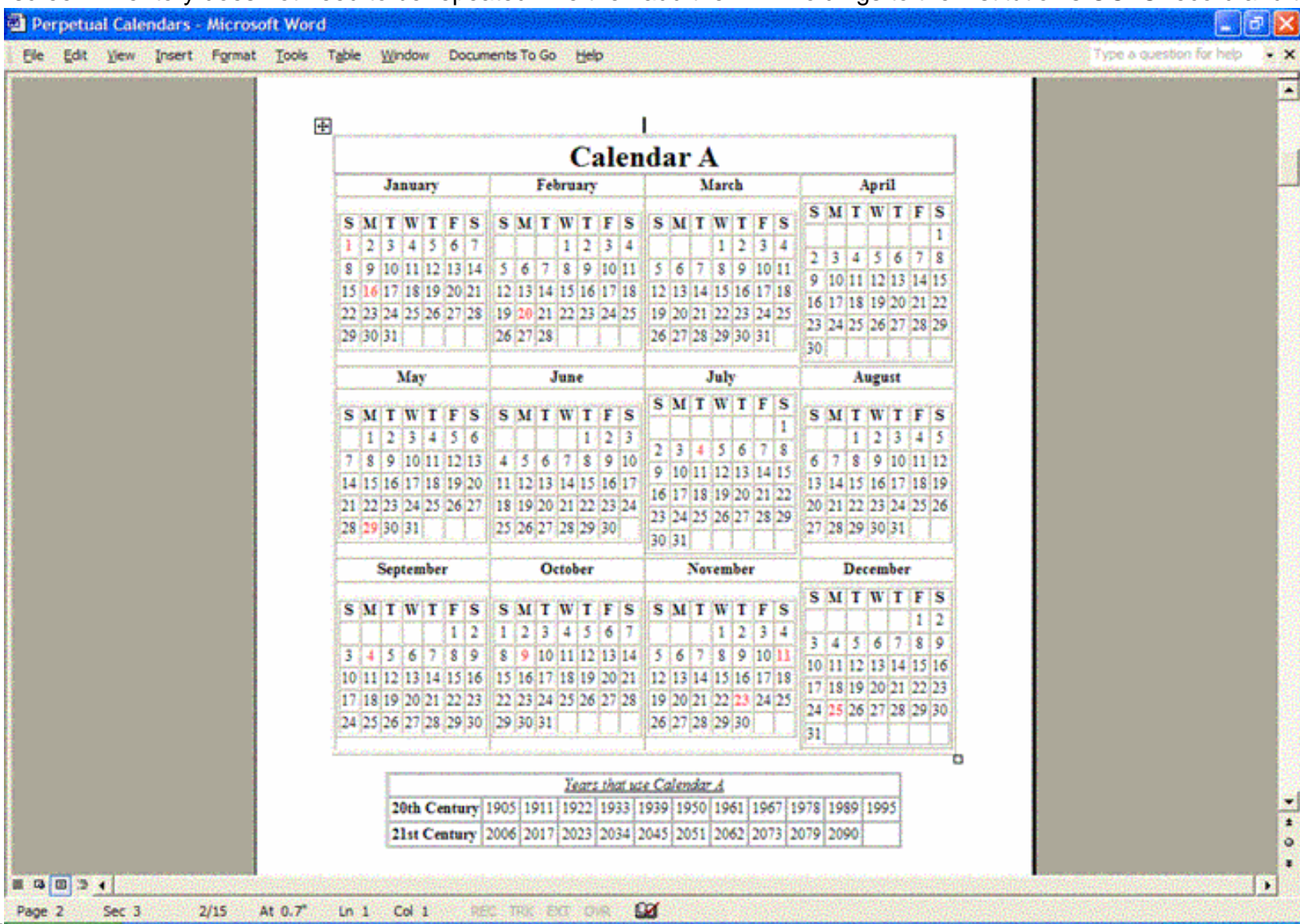
1801 - E	1811 - C	1821 - B	1831 - G	1841 - F	1851 - D	1861 - C	1871 - A	1881 - G	1891 - E
1802 - F	1812 - K	1822 - C	1832 - H	1842 - G	1852 - L	1862 - D	1872 - I	1882 - A	1892 - M
1803 - G	1813 - F	1823 - D	1833 - C	1843 - A	1853 - G	1863 - E	1873 - D	1883 - B	1893 - A
1804 - H	1814 - G	1824 - L	1834 - D	1844 - I	1854 - A	1864 - M	1874 - E	1884 - J	1894 - B
1805 - C	1815 - A	1825 - G	1835 - E	1845 - D	1855 - B	1865 - A	1875 - F	1885 - E	1895 - C
1806 - D	1816 - I	1826 - A	1836 - M	1846 - E	1856 - J	1866 - B	1876 - N	1886 - F	1896 - K
1807 - E	1817 - D	1827 - B	1837 - A	1847 - F	1857 - E	1867 - C	1877 - B	1887 - G	1897 - F
1808 - M	1818 - E	1828 - J	1838 - B	1848 - N	1858 - F	1868 - K	1878 - C	1888 - H	1898 - G
1809 - A	1819 - F	1829 - E	1839 - C	1849 - B	1859 - G	1869 - F	1879 - D	1889 - C	1899 - A
1810 - B	1820 - N	1830 - F	1840 - K	1850 - C	1860 - H	1870 - G	1880 - L	1890 - D	1900 - B

1901 - C	1911 - A	1921 - G	1931 - E	1941 - D	1951 - B	1961 - A	1971 - F	1981 - E	1991 - C
1902 - D	1912 - I	1922 - A	1932 - M	1942 - E	1952 - J	1962 - B	1972 - N	1982 - F	1992 - K
1903 - E	1913 - D	1923 - B	1933 - A	1943 - F	1953 - E	1963 - C	1973 - B	1983 - G	1993 - F
1904 - M	1914 - E	1924 - J	1934 - B	1944 - N	1954 - F	1964 - K	1974 - C	1984 - H	1994 - G
1905 - A	1915 - F	1925 - E	1935 - C	1945 - B	1955 - G	1965 - F	1975 - D	1985 - C	1995 - A
1906 - B	1916 - N	1926 - F	1936 - K	1946 - C	1956 - H	1966 - G	1976 - L	1986 - D	1996 - I
1907 - C	1917 - B	1927 - G	1937 - F	1947 - D	1957 - C	1967 - A	1977 - G	1987 - E	1997 - D
1908 - K	1918 - C	1928 - H	1938 - G	1948 - L	1958 - D	1968 - I	1978 - A	1988 - M	1998 - E
1909 - F	1919 - D	1929 - C	1939 - A	1949 - G	1959 - E	1969 - D	1979 - B	1989 - A	1999 - F
1910 - G	1920 - L	1930 - D	1940 - I	1950 - A	1960 - M	1970 - E	1980 - J	1990 - B	2000 - N

2001 - B	2002 - C	2003 - D	2004 - L	2005 - G	2006 - A	2007 - B	2008 - J	2009 - E	2010 - F
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Page 1 Sec 1 1/15 At 1" Ln 1 Col 1 REC TRK EXT OVR

While original collections will vary from institution to institution, microfilm versions are often identical since they are usually filmed by a limited number of producers, such as TSLA, UMI, Bell & Howell, etc. When we identify reels of film that we have already inventoried, we can copy and paste the previously created LDRs for those being produced for libraries owning that same film. This saves considerable time as a screen-by-screen inventory does not need to be repeated. We then add the LDR holdings to the institution's OCLC record and to the TNP



database.

What is a Local Data Record (LDR) and how do I read it?

Local Data Records [LDRs]

What does < : , - / > mean? Or, how to read an LDR....

- < > Separate holding statements
 - Indicate a gap in holdings within angle brackets
 - Denote a range of holdings; dates are inclusive
 - Indicate issues are currently received; no right angle bracket is used
- : Separate levels of chronology (year:month:day)
- / Separate a span of dates (June 23/30, 18xx)

A local data record is an OCLC record created using specific fields, tags, subfields, and format to indicate the actual holdings for a title held by the institution in various physical formats and entered in the Union List part of OCLC's online system.

The Meaning Behind the Use of the Punctuation Symbols ([Butler 1990, 207](#))

< > Angle brackets **separate holding statements** “to improve readability”

, Commas **indicate a gap in holdings within angle brackets**

- With a *space* **separates groups** (e.g., different months)
- *No space* after comma **indicates a missing issue within a group** (e.g., a missing date within a month)

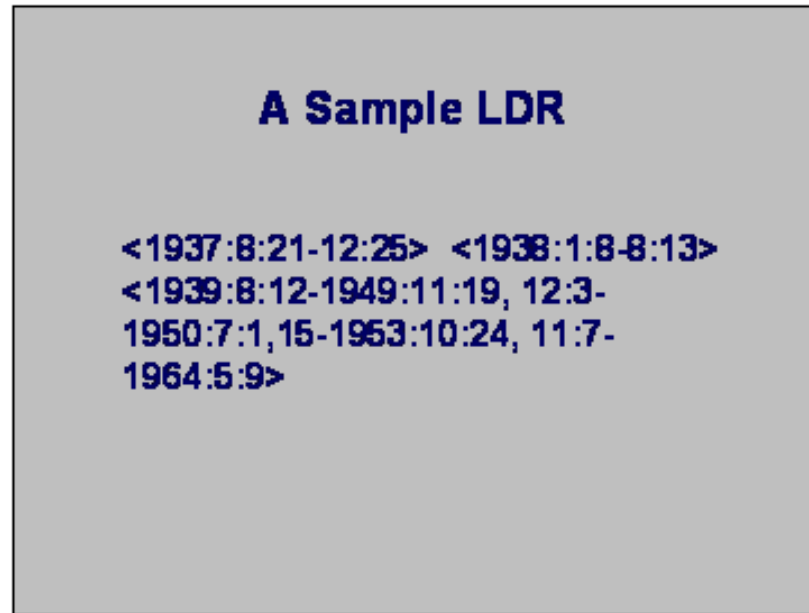
– Hyphens **represent a range of holdings; dates are inclusive**

– Open hyphens **indicate issues are currently being received**. In this case, **no right angle bracket is used**

▪ Colons **separate levels of chronology** (i.e., year:month:day)

/ Diagonals **separate a span of dates** (e.g., a weekly paper shown as June 23/30, 18xx)

A Sample LDR



Holdings statement 1:

< 1937:8:21-12:25>

Read as: <1937, August 21 through December 25>

Holdings statement 2:

< 1938:1:8-8:13>

Read as: <1938, January 8 through August 13>

Holdings statement 3:

Read as: <1939, August 12 through 1949, November 19, 1949, December 3 through 1950, July 1, [1950] July 15 through 1953, October 24, 1953, November 7 through 1964, May 9>

I have found that it is helpful in reading the LDRs to convert the numbers to years, months and days. It is very easy to get lost in the jumble of numbers, colons, commas and dashes if you try to read the months as numbers. I hope that using the above explanation of the punctuation will make LDRs less of a mystery and using the hint to transpose numbers into months and days will make them easier to read.

LDR Differences

LDR Differences

- ☞ **s=1946:Jan.5-1964:May9**

- ☞ **s=<1946: 1:12,19,26; 2:2,9,16,23;
3:2,9,16,23,30; 4:6,13,20,27; 5:4,11,18,25;
6:1,8,15,22,29; 7:6,13,20,27; 8:3,10,17,24,31;
9:7,14,21,28; 10:5,12,19,26; 11:2,9,16,23,30;
12:7,14,21,28> ...[12 LDRs]**

- ☞ **<1937:8:21-12:25> <1938:1:8-8:13>
<1939:8:12-1949:11:19, 12:3-1950:7:1,15-
1953:10:24, 11:7-1964:5:9>**

While the conventions discussed above are used, there is some latitude in the instructions that lead to LDRs being constructed differently by the various institutions. This slide illustrates how three different institutions constructed their LDR for the same title and time period.

The first example illustrates a summary version of an LDR which creates a simple version of the range held without indicating which issues

are missing.

The second example shows how one institution created an LDR that indicates each individual issue that is held rather than grouping held issues together and emphasizing the missing issues. This method required twelve LDRs to reflect actual holdings since each LDR is limited to 500 characters.

The third example is the way that we will be constructing the LDRs that we create in Western Tennessee and follows the instructions as outlined above.

Sample LDRs for the Memphis Appeal

```
<1886:1:29-11:12,14-25,27-12:23,25-1887:1:5,7,9-7:18,20-26,28-9:30, 10:3-7,9,11-11:6,8-12:19,21-1888:1:11,13-2:10,12-3:6,8,10-20,22-29,31-7:14,16-17,19-27,29-8:30, 9:1-15,17-19,21-11:17,19-1889:1:5,7-5:5,7-6:20,22-1890:3:2,4-11:8> – Filmed for Memphis Public Library
```

```
< 1886:1:28-31,2:3-6,9-16,18-23,25-3:6,9-13,16-20,23-27,30-4:2,4-10,13-17,20-24,27-5:1,5,7-8,11-13,18-22,25,27-6:5,8-10,12,15-17,19,22-25,30,7:2,4-8,10,13-17,20-24,27,30,8:4-5,7-11,13-14,17,19-21,24,26-28,31-9:22,24-11:4,6,10,12-20,23-12:9,11,14,16-17,19-23,25,28-31>
```

```
<1887:1:2-12,14-19,21-22,25-2:1,3-5,8-10,12,15-16,18-19,22-23,25,3:1-3,5,8-17,19,22-24,26-30,4:1-3,6-10,13,15-17,19-20,22-23,25-29,5:1-17,19-20,22-26,28,30-6:18,20-8:4,6-7,9-11,13,15,17-10:16,18-11:2,4-12:20,22-1888:1:24,27-2:16,18,19-26,28-3:11,13-4:27,29-5:3,5-8:23,25-31,9:2-10:25,27-11:2,4-18,20-1889:1:11,13-26,29,2:2-4:14,16-19,21-5:6,8-21,23-8:8,10-12,14-10:18,20-11:3,5-16,18-12:4,6-24,26-1890:1:9,11-17,19-3:28,30-8:29,31-11:8> – Filmed by TSLA
```

These LDRs for the same title during the same time period indicate how different LDRs will be when different versions of film are found. The first LDR was created for film that was produced for the Memphis Public Library by MicroPhoto, Inc. The second LDR was created for film that was produced by the Tennessee State Library & Archives. It appears that there were fewer missing issues in the Memphis Public Library holdings when their film was produced which resulted in a much smaller LDR.

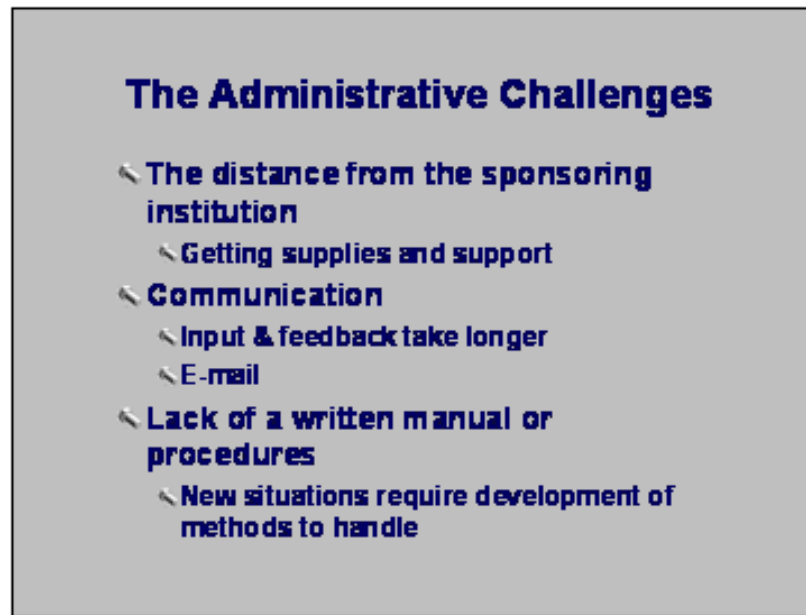
Administrative challenges

While some people might jump for joy to be over 400 miles away from their supervisor, it may not be the ideal situation that you might envision. The distance from the sponsoring institution can create some unusual situations that require a little extra maneuvering.

Getting supplies has been one minor complication that has required site visits to also be opportunities to transport equipment and supplies

from Knoxville to Memphis. Support services also require extra personnel involvement and help. One example of this is in the hiring process. It requires coordination between the Newspaper Cataloger in Memphis, the Human Resources staff at UT-Memphis, and UT Libraries staff in Knoxville to handle the arrangements and paperwork.

Communication is another area that requires some time and patience as input and feedback take longer when trying to collaborate by phone and e-mail. Anyone who has played “phone tag” will relate to this. And while e-mail is a wonderful medium, it lacks all of the nuances of face-to-face communication. Since over 50 percent of communication is non-verbal, e-mail messages and phone calls can sometimes be a less than perfect method of communication.



Finally, the lack of written procedures or manual meant that each new situation has required the development of methods to handle them as they come up. This has had an impact on the speed and efficiency that is needed to finish the project in the time we have left to complete it. An example of the type of hindrance this posed was in learning that in creating LDRs, they are volume/issue-oriented even though the data we collect is date-oriented. This was not a concept that was intuitively understood and the impact of this information meant that the LDRs would be constructed differently than had been assumed.

The Procedural Challenges

The Procedural Challenges

- ↖ **Finding different versions of film**
 - ↖ **Requires frame by frame viewing of microfilm to create LDRs**
- ↖ **Filming anomalies**
 - ↖ **Single issues filmed on the same reel with another newspaper**
 - ↖ **Different versions of the same title filmed on the same reel**
 - ↖ **Issues filmed out of sequence**
- ↖ **Ambiguity of newspaper definition**

When different versions of film are located, it requires frame by frame viewing of microfilm to create new LDRs that reflect what issues are actually on those reels and which issues are missing. This is a task that is very time-consuming.

Often filming anomalies will be found. One type of anomaly is when a single issue of one title is filmed on the same reel of film with a different newspaper title. Also, different versions of the same title may be filmed on the same reel. An example of this is finding a Weekly, Semi-Weekly, and/or Tri-Weekly version of the same title filmed together chronologically. Finally, issues can be filmed out of sequence or in different orientations on the same reel.

One other challenge is the ambiguity of the definition of a newspaper.

Newspaper Definition

The definition provided by the International Organization for Standardization seems very straightforward and includes the following characteristics ([Hirons](#) 2003, CCM 33.1):

Newspaper Definition

- ↙ **Size**
 - ↙ **Normally larger than 12" x 17"**
- ↙ **Frequency**
 - ↙ **Usually at least once a week**
- ↙ **Content**
 - ↙ **Current events of general or special interest**
- ↙ **Appearance**
 - ↙ **Without a cover, with a masthead**
- ↙ **Excludes**
 - ↙ **Newsletters and shoppers**

However, when looking at some publications the frequency will fall outside the proposed parameters, or a shopper will contain current events of general local interest, or the publication may look like a magazine but it is the only source of general local news. Making a choice of inclusion or exclusion based on the characteristics in the newspaper definition is sometimes a difficult one to make.

Searching for newspaper holdings in OCLC

Searching for Newspaper Holdings in OCLC

- ◀ **Log into OCLC – using Prism**
- ◀ **Input "sys uls" + F11 to move to the Union List System**
- ◀ **Search for title using any standard OCLC search key**
- ◀ **Enter "ul nepu" + F11 to find holdings for all newspaper project locations in OCLC**

To locate holdings for a newspaper title:

- Log into OCLC as you normally would using OCLC's Prism service. Note that this is not available in Connexion
- At the Welcome Screen, input "sys uls" and hit F11 to move to the Union List System
- Search for the title using any standard OCLC search key
- Entering "ul nepu" and F11 will bring up all of the newspaper project holdings for the entire U.S., including the LDRs entered by all of the states/territories that have participated in the United States Newspaper Program

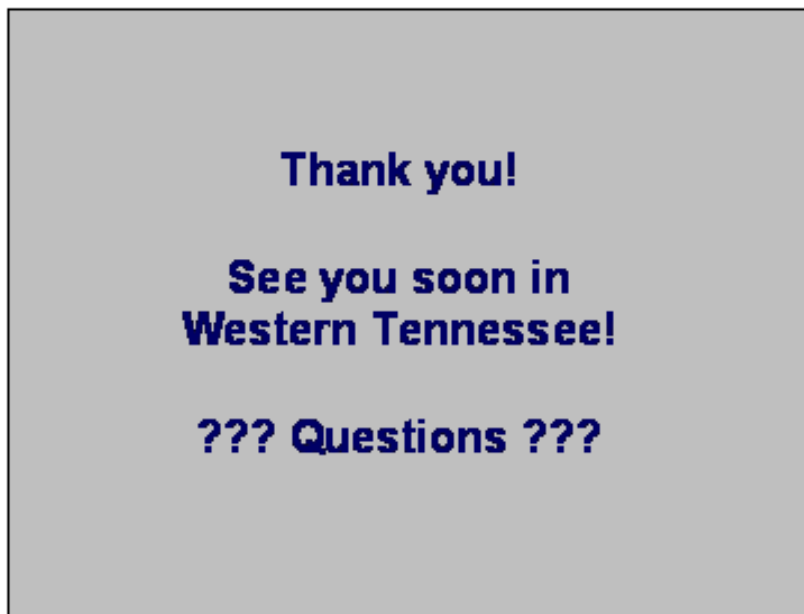
For more information about OCLC's Union List system and how to conduct various searches, go to their Web site at: <http://www.oclc.org/support/documentation/unionlist/>. (Library of Congress 2004).

You can help!

You can help!

- ↖ Have a liaison available to provide needed information**
- ↖ Provide as much access as possible**
- ↖ Allow Internet access if possible**
- ↖ Provide a work area for us**
- ↖ Tell us of other locations where newspaper collections may be found in your area**

When we contact you to conduct our inventory of your institution's newspapers, we will try to arrange for our visit to be as unobtrusive as possible. Things that you can do to help us include: having a liaison available to provide needed information such as what OCLC symbol you want us to use for your holdings locations; providing us with as much access to your collection as you can as optimum access allows us to work more efficiently and quickly; allowing us to access the Internet if possible so that we can check online information and more easily communicate with our TNP team members; providing a space where we can work in an area that will not inconvenience your staff or patrons; and finally, because you know your local area better than we do, we count on you to let us know of possible collections in local museums, newspaper offices, personal collections, etc. of which we may not be aware.



References

[Butler](#), Todd. The Newspaper Cataloging and Union Listing Manual. Washington, DC: Library of Congress, Cataloging Distribution Service, 1990.

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TEL Boosters

In this session, librarians from different types of libraries discuss the ways that they promote the Tennessee Electronic Library in their institutions. The moderator, Marie Jones, is TEL training chair and works at an academic library, Connie Booher works with school libraries, Pat Thompson and Clare Coffey come from public libraries, and Martha Pedigo is a medical librarian. This article provides a summary of the types of promotion that these librarians discussed in the session.

Martha Pedigo: TEL is good for the Tennessee State of Mind and Body

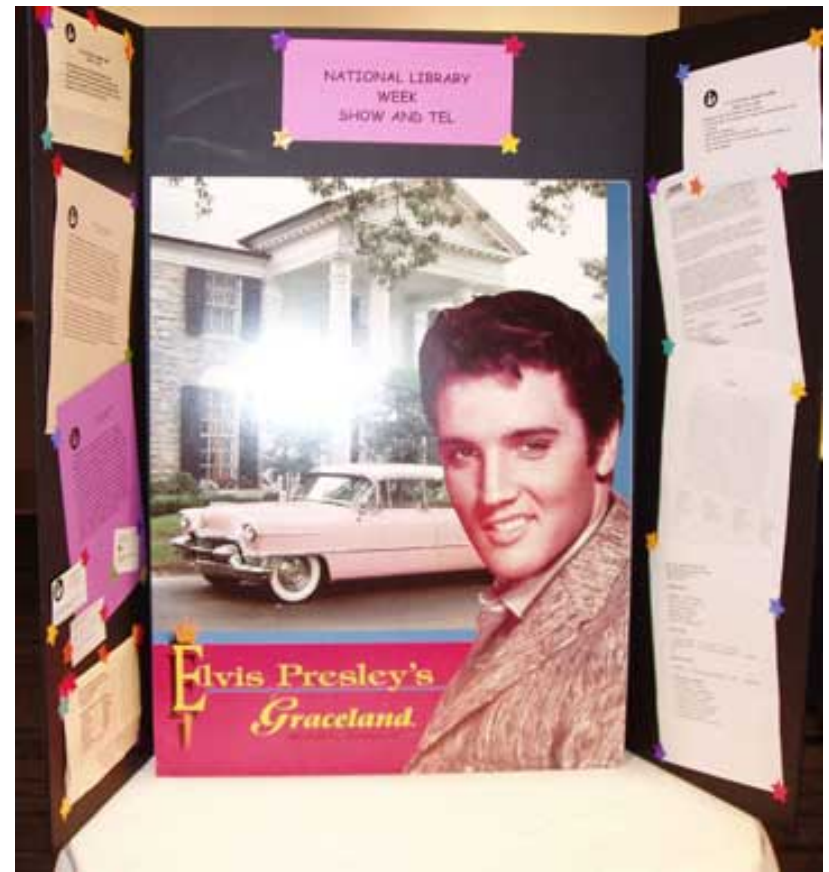
Martha Pedigo works at the Gateway Health System Health Sciences Library in Clarksville, a community non-profit hospital with around 200 beds and 1000 staff members. Over the course of her career, Martha has worked in every type of library—public, school, academic and special. She likes to point out, however, that *all* libraries are special. Among the libraries she's worked for are Memphis/Shelby County Public, Clarksville Montgomery County and Austin Peay State University.

In 2000, the library staff at Gateway decided to focus on TEL for their National Library Week promotion in 2000. Martha described waking up and having "a smart day" where she had a creative idea to use an Elvis theme for the event. In preparation for the week's activities, she contacted Graceland and explained their Elvis theme and asked if they might have something they would like to offer as a door prize. They sent a letter offering two complimentary passes to tour Graceland. The package included visits to the mansion, the Elvis Presley Automobile Museum, the "Lisa Marie" Jet and "Hound Dog II" JetStar airplanes, a 21-minute video theatre presentation of Elvis in performance, and the "Sincerely Elvis" exhibit. In addition, they sent posters which were used to help advertise the week's events and auctioned off later in the week.

"Buck a Book Used Book Sale"

- Door prizes from Graceland
- Elvis tunes quietly playing in the background
- Silent auction of Elvis souvenirs
- Use Elvis song titles to help promote the event

E-mail alerts to advertise National Library Week events and TEL, using Elvis song titles:



"***You Ain't Nothing But a Hound Dog*** if you don't stop by the GHS Health Science Library next week. You don't need to be on the ***Mystery Train*** because we want to "TEL" (Tennessee Electronic Library) you about Elvis! So ***Don't Be Cruel*** just drop by the Library Monday, April 10th, between 7 AM and 2 PM and check out the Used Book Sale and with ***Loving Arms*** take away some great finds. ***I've Got a Feeling in My Body*** that at one buck a book or video (cash or check) you will want to just ***Let Yourself Go*** and buy, buy, buy. ***It's a Matter of Time*** until someone wins a door prize if you stop by and register any time next week. Wanted to let you know ***You're Always on My Mind*** so if you have any questions feel free to ***Return to Sender*** via email mpedigo@crhs.com or voice ext 1866!

"P.S. We want to help you create some great ***Memories*** so one of the door prizes is a complimentary pass for two to tour Graceland and all related attractions in Memphis at your convenience any time before April 15, 1001. So don't get ***All Shook Up***, come see us next week, especially Monday for the sale, hear some old familiar Elvis tunes in the background and learn a little about what resources the Library offers you. Share this message with your department and see who gets ***First in Line!***

Another message, sent April 11, 2000 (during National Library Week):

A Fool Such as I should have known better. We just had ***Too Much*** for a one day book sale and being a ***Hard Headed Woman***

I am going to continue the book sale throughout this week until there's nothing left to **Shake Rattle and Roll**. I hope you've been getting my messages because I've really been **Trying to Get to You** to let you know about the \$1 an item book sale (just **Rip It Up** make us an offer we can't refuse), the silent auction and registering for door prizes. So, **I'm Counting on You** to stop by the Health Science Library this week and **Let Me** tell you about "TEL" (the Tennessee Electronic Library) and all the other neat resources available around here. We want you to visit the Library not **Just Because** it's National Library Week but because **I Believe** we can all avoid a lot of **Trouble** by staying informed. **Anyplace is Paradise**, even the Library, so take a quick break and come on by to Party with us this week!

Ongoing efforts to promote TEL include printing business cards to hand out and including a link on the hospital intranet.

Clare Coffey: Memphis Public Library

Clare Coffey is Public Services Supervisor for the Humanities Department at Memphis/Shelby County Public Library and Information Center. She has been with Memphis/Shelby County Public Library for 16 years and moved from being a children's librarian at the busiest branch in the system to her current position at the new Central Library. Prior to going to Memphis, she worked for the Jefferson County Public Library in Lakewood, Colorado and for two libraries in the St. Louis Municipal Library Cooperative. As the Central Library's "Teen Team" coordinator, she works with representatives of the other subject departments to provide outreach and programming for middle and high schools in Shelby County. Much of her experience in sharing the GaleNet Databases comes from one-on-one training and working with school groups in on-site demos and in-library training sessions.

- Create handouts that serve a variety of purposes
 - How to use library catalogs
 - How to check library account
 - How to use library databases, including TEL
- Share databases one-on-one
 - Work with parents and students/teens as they come into the library
- "I can't use the Internet" --common litany heard from students
 - Explain that this isn't just the general Internet, but authoritative
 - This is paid for by grant funds through the State Library of Tennessee
- Go into the schools
 - Promote to the teachers
 - It isn't "just the Internet"
 - How it works

- Promote to students
- Invite school groups into the library
- Links from the catalog to the full-text periodicals in the databases
- Explain that you can e-mail to yourself and do it from home
- Promote within the library: train new librarians and library assistants

Pat Thompson: Infect your corner of the world with TEL

Pat Thompson is currently the Assistant Head of Reference at Blount County Public Library in Maryville, Tennessee. An active member of TLA FLAT, SELA, and ALA, she helped to organize the first TLA support staff workshops and currently serves as co-chair of TLA Honors and Awards Committee and TLA Reference Roundtable. Although she currently works in a public library, she has acquired over 17 years of experience in public, academic, medical and special libraries.

"I think about what I do at the library everyday and what TEL can do for people, once they learn what it is and how they can effect them personally, and what comes to mind is Richard Dawkins' memes theory (*The Selfish Gene*, 1976). In this theory, one person tells one person something and then that person tells another person, and the idea grows, just as a disease will travel from one person to another just by infecting them one at a time. And so I thought about what we're doing with TEL, telling people one at a time and those people go and tell other people." ([more about Richard Dawkins and memetics](#))

At Blount County Public Library, the approach to TEL is four-fold:

1. One-on-one training
 - Educate teachers: When students come in and say they can't use the Internet, you can call the teacher and invite them over and show them what electronic databases can do for their students
 - Educate legislators: on library legislative day, make sure that the legislators know that libraries could not afford this type of resource themselves
 - Give them more instruction on efficient search strategies
 - Do the reference interview and find out what they need
 - When patrons see articles right on target for their topic, from that point on, they are hooked--and will tell other people, who will tell others...
2. Print materials
 - Business cards that give URLs and passwords for our site for TEL and our library website
 - TEL pamphlets downloaded from the TENN-SHARE website, especially the ones that talk about the cost of TEL, and how we couldn't afford to pay for it
 - Reference pamphlets explain various resources available, including TEL
 - [TEL Teacher's Manual](#)
3. Online presence
 - TEL link from library homepage

- Bookmarks for TEL at each public Internet computer
 - Digital imaging project of our historical photographs: part of [TEL 2 initiative](#)
4. Formal instruction & presentations
- computer training, including both TEL and library catalog training
 - Collaboration with schools
 - Public library involved in Teacher In-Service Training, including TEL training
 - National Library Week: Invited teachers to come find out about TEL
 - "We buttonholed them...pulled them over and said, 'Let me show you this--I want you to see what this will do'"
 - At the end of the week, we had a TEL trainer conduct a formal training for teachers at our library (for more information about getting a TEL trainer to come to your library, see <http://www.tenn-share.org/teltraining.html>)
 - Presentations to community groups
 - Presentation to County Commissioners, broadcast on local public access TV station
-

Connie Booher: TEL them Over and Over Again

Connie Booher is currently the Library Specialist for the Knox County school system. She has been involved in Knox County education since 1976. She served as a middle and high school social studies teacher, school librarian, and technology consultant for all of the libraries in Knox county. She was a member of the TENN-SHARE board from 2001-2003 and is currently serving on the TEL Expanded E-Resources Taskforce.

Connie asked the library media specialists in her Knox County schools to give her suggestions for “boosting” TEL. They sent the following ideas:

Promotion:

- Keep the TEL URL and password on a handout at the circulation desk. Students can pick up the handout and take it home with them;
- Put articles about TEL and how to access it in the staff newsletter and PTSO newsletter;
- Send letters home to parents with the TEL URL and password;
- Put promotional reminders in community newspaper;
- Send TEL Tips to teachers via school e-mail;
- Advertise TEL training sessions for parents in the school newspaper;
- Create a bulletin board that promotes TEL;
- Create a TEL banner;
- Have a birthday party for TEL every October. Make it festive, use ballons, make a cake;

- Give out attractive bookmarks promoting TEL;
- Hand out TEL "business cards" (business card sized information on URL, logging in, etc.)
- Make a brochure describing TEL, its databases and remote access

Convenience:

- Place a TEL shortcut or alias on all library desktops, computer lab desktops, and individual classroom computers;
- Teach students how to bookmark/create favorites for TEL. Send reliable students to classrooms to bookmark TEL on every computer in the school;
- Set TEL as the library computer's homepage;
- Create a link for TEL on the school homepage or the school library homepage;
- Add the TEL URL to the personal toolbar in your browser.

Training:

Training comes in three forms: one-on-one, small group, and large group.

Student training:

- Create a scavenger hunt in the library using TEL;
- Teach TEL as part of an overall unit on Internet searching. Students are given activities to do to encourage their use of databases;
- When students are doing research, suggest TEL first (when it's appropriate, which is much of the time);
- Demonstrate how to use TEL;
- Teach a lesson on TEL during library orientation;
- Demonstrate using TEL during scheduled class time;
- Teach TEL as part of a research skills unit;
- Teach a How-to-Use TEL lesson to all 3rd, 4th, and 5th graders and then have all of these students use TEL to find information for a special research project

Teacher Training:

- During the Fall, conduct a TEL demonstration for parents. Go through the basic features of the different databases;
- Train anyone who is interested
 - Parents
 - Students
 - Clubs
 - PTA Boards

- Don't forget: Sometimes websites that are needed for research are blocked by the ENA filter. TEL provides a way to bring in accurate information that might otherwise be blocked by the filter

Additional training tools:

- Training and promotional materials located at www.galeschools.com. Click on the Media Specialist tab > go to the "tools for you" section > scroll to [teaching tools](#).
- Additional product information at www.gale.com. Choose customer service and education > Product Education > Select a database subject area > select a database
- Be sure to look at the [TEL Tools page](#) located on the [TENN-SHARE website](#).
 - Information on scheduling TEL Training with [Marie Jones](#) (program moderator & chair of TEL training committee)
 - Brochures
 - Bookmarks
 - PowerPoint Presentations
 - TEL Teacher's Manual containing lesson plans keyed directly to the state curriculum standards

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How Stands the Republic: 2.5 Years of USA PATRIOT (and counting)

Summary of the program:

With a promotional punch from ALA's Judy Krug at the Intellectual Freedom breakfast earlier that day, the USA PATRIOT Panel at TLA 2004 played to a packed house and received media attention from the Knoxville *News-Sentinel*, as well. Given the quality of panelists (even if no bookstore owners were available to participate), the attention was merited. Along with TLA regulars Dr. Doug Raber (interim director of the School of Information Sciences at University of Tennessee-Knoxville) and Betsy Park (head of reference, University of Memphis Libraries), the program also included Dr. Dorothy Bowles (professor from the School of Journalism and Electronic Media at UTK), Richard Chapman (senior sales consultant for Dynix), and Hedy Weinberg (executive director of the American Civil Liberties Union of Tennessee).

Each panelist obliged the audience with an introduction on their area of expertise related to the USAPA. Dr. Raber provided his perspective on implications for libraries, and Ms. Park discussed the various training and education efforts she's organized in the last year. Dr. Bowles described the difficulties that USAPA imposes on the media, while Mr. Chapman reiterated valuable information on maintaining user data, previously discussed at the 2003 Charleston Conference. Ms. Weinberg provided an extensive overview on the state of civil rights and liberties under USAPA.

The general consensus from all panelists was that USAPA unduly takes away more liberty than it returns in security. Dr. Raber invoked the

“strict scrutiny” test for USAPA, which requires that the government and its citizens have a compelling interest (arguably, they do), there must be a demonstrable problem (in this case, terrorism), and that any restriction needs to be narrowly tailored to address the compelling interest. On this last count, USAPA fails because it is overbroad for its intended solutions.

Of special concern are the ways that the judiciary branch of government has been cut off, as the Foreign Intelligence Surveillance Act (FISA) court network has assumed authority for investigations related to terrorism. The FISA courts are not subject to the same limitations and oversight as the traditional court systems, and USAPA enables them to issue warrants *sans* the need for “probable cause” or other standard legal criteria.

In analyzing activities by the American Library Association and especially its president, Carla Hayden, the panelists agreed that libraries had acquitted themselves well in their debate with the Department of Justice over the FBI’s presence in libraries since USAPA was passed in October 2001. Unfortunately, despite emerging alliances in Congress between both parties among their libertarian representatives, it is highly unlikely that any part of USAPA will be amended during 2004, an election year. Neither presidential campaign figures to present USAPA as an issue, not beyond the Bush Administration’s request to leave the Act as is and eliminate the sunset clauses on all sections scheduled to expire in December 2005.

USAPA implications on the Freedom of Information Act and behavior by the Bush Administration in general towards access to public records were emphasized by Dr. Bowles. The federal government, however, enjoys expanded legal access to journalists’ notes and records, tipping the balance away from the powers of a free press and in favor of the state. This may account for the mainstream media’s dearth of reporting on USAPA to date.

The panelists did agree that libraries should follow through on ALA’s suggestion to implement privacy policies in their institutions. State and regional library organizations may also wish to consider a notification posting for their patrons, explaining their rights under Tennessee state law and the USAPA.

As parting gifts, each panelist received a “home version” of USAPA in the form of *The PATRIOT Act Game*. Highlights of the board game include freedom fries as the game’s currency, a rising homeland security threat level during the course of the game, and player tokens that create a competitive disadvantage (the black, brown, and yellow tokens are more vulnerable to the game’s pitfalls than the red, white, and blue tokens). The game’s content is made up of actual cases and analysis of USAPA, as well as a general American history of civil liberties. Requests to extend the program’s time in order to play a round of *The PATRIOT Act Game* were declined, but audience members received information on how to order their own copies. To obtain your copy, see <http://home.earthlink.net/~thepatriotactgame/index.html>.

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To see the PowerPoint slides for this presentation and directions for viewing the tutorial, visit <http://www.cbu.edu/library/powerpoint/tiltwebct.htm>

Who we are

Christian Brothers University is a small Catholic college in Memphis with approximately 1900 FTE. The college has a fairly low resident population and is predominantly a commuter school. CBU also has a number of returning or non-traditional students, largely because the school offers an accelerated BA option through its very successful Evening Program. The graduate professional programs at CBU— Business, Engineering Management, and Education – cater primarily to working adults, and classes meet after normal work hours. Plough Library at Christian Brothers University does not have a structured information literacy program at this time, and the library instruction program operates mainly according to the traditional model of “one-shot” BI sessions offered upon the instructor’s request.

Why do we need an online tutorial?

We sought to target, above all, our first-year students. Most CBU students take a regular English composition class (typically in the first year of study), and we felt that requiring freshman composition students to complete an online tutorial would be a viable way to reach as many students as possible. Librarians also wanted an instructional option for professors in the Evening Program who could not spare a class period to come to the library. We wanted to teach basic, transferable information literacy skills that would provide a foundation for lifelong learning, as well as to provide an introduction to library services at CBU. We also felt that the tutorial would be an excellent supplement to regular bibliographic instruction – either as preparation for a library session; as a stand-alone option; or as a resource for students to return to after the library session is over. However, at Plough Library we were operating under serious constraints: we only had eight weeks to complete this project, and only three reference librarians (who had numerous other duties) were available to work on the tutorial.

Why TILT?

The Texas Information Literacy Tutorial (<http://tilt.lib.utsystem.edu>) was developed by librarians at the University of Texas-Austin beginning in 1996 as a way to teach information literacy concepts to first-year students. The large number of requests for basic library instruction frustrated the librarians at Texas. As there was no campus-wide required course into which library instruction might be integrated, these instructors faced the familiar problem of trying to engage their “repeat students.” They spent a great deal of time addressing basic concepts of searching and did not have much class time to address critical-thinking skills and issues related to evaluating the quality of information. This endless cycle led to some instructor burnout. TILT was designed as a requirement for first-year students who were preparing to come to an in-person bibliographic instruction session taught by a librarian.

The librarians at CBU were impressed with TILT’s high degree of interactivity, something that we had not seen with the text-heavy online “tutorials” created at many university libraries. A PHP/MySQL database, created by the developers of the tutorial, tracked student registration, graded quizzes automatically, and notified instructors about which students had completed the tutorial. The tutorial was designed with a general “Introduction to the Internet” followed by modules on “Selecting Sources,” “Searching,” and “Evaluating Information.” The original developers of TILT were forced to keep their content rather general, because due to funding issues they were trying to create a product that would work across the entire University of Texas system. An attractive feature of TILT was that the tutorial is explicitly designed to conform to ACRL’s information literacy standards. Specific learning objectives were listed at the beginning of each module and included in a review feature at the end. Quizzes for each module measured student progress.

How we adapted TILT

The University of Texas released TILT in 2001 as an open-source product called yourTILT. This included all the pages from the web tutorial, complete with graphics, as well as access to the architecture of the database. At CBU, we knew that we wanted to adapt the content provided by yourTILT to make the TILT product more specific to our own library, addressing library resources and services specifically available at CBU. Our first step was to download the yourTILT product, and then we began modifying the pages with Macromedia Dreamweaver and Fireworks.

In the original version of TILT, the developers had created a “full” version for those students who were accessing the tutorial through a high-bandwidth connection. The programmers used scripting and plug-ins like Flash to create games and activities which heightened the interactivity of the tutorial. CBU librarians did not have time to create two separate tutorials, and we wanted to make the experience accessible to students who access the Internet through dial-up. This was particularly important to us at CBU because so many of our students access the Internet from off campus low-bandwidth connections. Thus we opted to create a single low-bandwidth version that utilized only Javascript and animated gifs for interactive features.

Another modification we made to TILT was to replace their general “Introduction to the Internet” section with our own Introduction to the CBU Library. While TILT’s introduction focused on generalities of using the Internet, our introduction provided a valuable virtual tour. We created high and low-bandwidth versions of this tour, which offers a 360-degree panoramic view on each of the library’s three floors. In this way we developed a fun, immediately applicable way to introduce users to Plough Library without forcing them to wade through a lot of text. Another attempt to make the tutorial more specific to our library included adding a module called “Finding Books and Articles,” detailing how to do research at CBU. Throughout all of our modifications, we focused on providing minimal text, plenty of graphics, and as much interactivity as possible.

The final modification we made to TILT was the decision not to use the PHP/MySQL database that came packaged with yourTILT. TILT's database was based on "LAMP" technology (Linux, Apache, MySQL, PHP), which our librarians had very little familiarity with, and no time to learn. Finding an alternative method to track course registration, create quizzes, record the quiz grades, and report the quiz grades was our next mission, and eventually led us to the WebCT course-management software.

WebCT to the Rescue!

As we were searching for a way to manage the administrative side of our tutorial, WebCT came to mind immediately because we had participated in campus-wide faculty training on WebCT that summer. At CBU, online components in classes are growing in popularity, and increasingly teachers are beginning to use WebCT for managing homework, quizzes, and course files. Therefore, we felt that instructors and students alike might be receptive to a library skills/information literacy tutorial administered through WebCT.

Putting a library tutorial into WebCT required us to confront one stumbling block right away. An online tutorial such as TILT is essentially *linear* in nature. Students work from screen to screen, solving problems and completing activities along the way. Our tutorial, the "Research Roadtrip," is conceptualized as a linear journey. WebCT, on the other hand, is essentially *modular*. When a student opens a screen in WebCT, they click on icons reserved for different aspects of a typical college course: quizzes, chat, homework, course files, etc. There is no such thing as seamless navigation in WebCT. In an attempt to bypass this problem and retain the linear feel of the TILT tutorial, librarians at CBU used javascript to open and close the tutorial window. In this way, the student navigates through the modular WebCT to get to the tutorial, but once there, the linearity of TILT takes over.

WebCT did provide quiz functionality, which the librarians at CBU appreciated because the grading of quizzes was automatic, and questions could be randomized to guard against cheating. However, the drawback to the quiz functionality was that only librarians could see the tutorial grades in WebCT. The librarians had to come up with a way to report the grades directly to the instructor, which eventually turned out to be extracting the grades and then e-mailing them as an excel spreadsheet to the instructors. The quiz functionality of WebCT was also extremely labor-intensive. Inputting quiz questions was a time-consuming process – we had to script responses for each possible right or wrong answer, as well as come up with several variations for each question. We also learned along the way that once a quiz is taken by a student, questions on the quiz cannot be altered without wiping out all quiz grades already recorded.

Results – Where Do We Go From Here?

237 students at CBU have taken the tutorial since summer 2003, in a total of 15 classes. While our eventual plan is to target first-year English classes, for the time being we are pitching the tutorial to any professor interested in providing bibliographic instruction for their classes. Each student who takes the tutorial completes a brief feedback survey, and responses to date have been fairly positive. In the future, we hope to implement a pre-test in order to better gauge the amount of knowledge that is being acquired by students.

We have created our online tutorial, the Library Research Road Trip, within a page in WebCT which we have named our "Library WebCT Classroom." Following the success of this tutorial, we may implement other tutorials (such as a tutorial on plagiarism) or further customize this one. For classes that are already using WebCT, having library materials already available in WebCT format may prove to be a great advantage. They can link to the existing version of the tutorial within their own class page, or add links to the library web site or specific

resources or pathfinders.

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Treating Staff to TLC

According to the [National Telecommunications and Information Administration](#) (NTIA) report, *A Nation Online: How Americans Are Expanding Their Use of The Internet*, “The rate of growth of Internet use in the United States is currently two million new Internet users per month...In September 2001, 143 million Americans (about 54 percent of the population) were using the Internet—an increase of 26 million in 13 months...” This increase in use of the Internet and other new technologies trends has directly impacted libraries by requiring staff to rapidly improve their computer skills.

The University of Tennessee Libraries have found a method of continuing education for employees called Technology Literacy Classes, or TLC, developed by the Libraries’ Staff Development Advisory Committee in 2002 to address the explosion of digital resources. This program was an outgrowth of a series called “Know your Computer,” which was no longer encompassing the growing scope of technology.

TLC is a series of skill-building classes designed to keep UT Libraries staff technology skills on the cutting edge of ever-growing software upgrades and other advancements (for example, Adobe In Design and PDAs). Continually engaging our faculty and staff in TLC enables informed reference interviews and technology information exchange with our primarily student population. This also perpetuates clear communication among library departments and the University campus. Furthermore, remaining abreast of new technology allows library representatives to coordinate and support teaching faculty as they develop electronic aspects of student curricula and assignments, thereby making the library system a better learning environment and a leading information provider.

Class Design and Atmosphere

TLC courses are developed based on feedback from annual surveys, and specific classes are selected based on the availability of software and equipment and the immediate relevance of the technology. For the most part, they are offered in blocks of time ranging from 1 to 1.5 hours. If the technology is involved and detailed, classes are offered as a multi-part series. Many times, the popular workshops—such as Macromedia Flash, Dreamweaver, PhotoShop and digital camera usage—are offered as repeat classes.

Planning the workshop involves several steps: identifying instructors, scheduling the facility, creating flyers, setting up a registration process, sending reminders and making sign-up sheets and evaluation forms. An important element is matching the right instructor with the right class. Ideal instructors should work in UT libraries, know the technology well, have a passion for teaching, and be solid communicators. Although we strive to utilize the knowledge base within the library system, we also reach outside to campus and nationwide information experts. An additional critical element for success is convenience. Classes must be strategically scheduled in areas and times suitable for the majority. Early afternoon classes are popular with staff members because the majority of both day and night shift employees can attend. Hodges Library—the main library—is the hub of this educational effort, but classes can be moved to a library branch upon instructor request in order to access needed software or equipment. The availability of different classroom set-ups provides flexibility. All of these efforts are supported by an effective and stimulating marketing campaign based on flyers, email, and the in-house listserv. While staff members realize the importance of learning more about technology, other incentives include door prizes, certificates of achievement, refreshments and a mention in the Libraries' newsletter.

The most popular mode of learning is hands-on, where staff can learn and apply the knowledge during class. Occasionally TLCs are set up when new technology or software is demonstrated, and the staff participates by observation and asking questions. Allowing staff input into class topic and structure increases participation and interest in the workshop series. High-demand topics may be repeated.

The classes themselves are customized based on information skills needed by both the staff and libraries as a whole. TLC allows the staff to proceed with work without having to learn various programs on their own time. Those faced with preparing presentations using the latest and flashiest programs without our TLC program would be simply thrown in to sink or swim. These programs are also an effective way to gain the knowledge needed to answer questions about computer programs available on public workstations.

Technology can serve as an equalizer. By combining the Libraries' paraprofessionals and faculty in technology classes, we remove the social and educational walls between the two groups. This camaraderie allows the library to benefit from the exchange of ideas, knowledge and needs between these two populations.

Obstacles and Limitations

As with all such programs, the TLC has certain limitations. TLC is limited, predominantly, by space and software availability. Because we are working with limited funds, when a software program becomes affordable for us, it may already be out-of-date. Budgeting for technology updates is a constant issue within the library system. We have found that we must constantly research methods to identify software needed and have it installed on staff computers. In addition, as much as TLC classes are designed to be inclusive, participants are divided by their

existing knowledge. Participants may be left behind or be bored by the pace and content of the course. Finally, scheduling workshops is a challenge. Many times, interested participants cannot attend simply due to time constraints and existing commitments. Also, because we often do not have the time to teach in a traditional classroom setting, we are exploring alternative ways to teach classes.

Continuing the Program

For the future of the program we continually seek new ideas and we will repeat classes for new staff as needed. One of the primary goals in using what we have learned is knowledge retention, and we can use the technology at our disposal to further this aim. Using our own Staff Development Committee web page as an online learning resource, we plan to develop a new webpage for each of the classes we have offered: www.lib.utk.edu/~training/LibraryTraining/sdac_nonflash.htm. This will enable staff members who have already taken a class to quickly and easily access the fine points and refresh their knowledge. With webpage updates, they can remain current on program upgrades.

One of the greatest challenges we face today is to prepare our staff for the future. Today's technology will seem as antiquated and quaint in a few years as yesterday's technology is today; we are constantly asking ourselves "What's next?" Therefore the technology literacy classes are a work in progress; we are always updating and tweaking them to better fit the changing needs of our employees. As the staff becomes more comfortable with the changing technology they face on a daily basis, their motivation to learn increases and we receive more ideas for classes than we can possibly schedule in an academic year.

Conclusion

The Technology Literacy Classes program was created as a solution to an ongoing training problem that the Staff Development Committee identified after an in-depth survey. We see the biggest responsibilities of the TLC program as warehousing a repository of ideas that we get from our staff for technology training and applying those ideas to courses at the best opportunity. We will continue to offer beginning classes for new staff and advanced classes as the needs of staff evolve.

Additional Information

Office of Information Technology (OIT), University of Tennessee: <http://oit.utk.edu/>

Staff Development Advisory Committee (SDAC), University of Tennessee: www.lib.utk.edu/~training/LibraryTraining/sdac_nonflash.htm

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Public Relations for Libraries on Tight Budgets

Accompanied by [PDF Presentation](#)

The following paper accompanies a presentation given at TLA's annual conference on March 18, 2004. View or download [the presentation](#) in .pdf format. Note that this presentation does not replicate the paper below.

At its heart, public relations is little more than a plan of action that seeks to disseminate public information for an organization to bring about an informed and engaged community of supporters for that organization. Admittedly, an effectively designed public relations plan seeks to not only affect change in various communities by emphasizing its beneficial qualities but by selling the consumer on something it explains the consumer can't live without. Part of every library's mission, I would argue, is to first understand and then to transmit the idea that its services are unique and integral not only to the quality of the community it serves but also to the structural integrity of that community. It is equally vital that a library's stakeholders understand that the absence of these services would be catastrophic to the community in a practical and symbolic way.

Though public relations is a process, it is always results-oriented, setting it apart from public information. As the seasoned gatekeepers of public information and community outreach, librarians might find themselves uncomfortable "selling" any idea, even the foundational notion that libraries are a cornerstone of democracy and the resting place of free access to information, and intellectual freedom. Short of waxing

poetic that libraries are the physical expression of a government entity that exists for the people and of the people, librarians must, nonetheless, be willing to tell the story of their library's mission—both internally and externally—using a variety of metaphors and language appropriate to the many audiences who need to understand their mission.

According to the editors of PR News, “Public relations evaluates public attitudes, identifies policies and procedures of an organization, and plans and delivers a program of action to earn the public trust.”

Modern corporate culture relies on PR planning to “sell” support of, or buy-in, from its intended audiences, though the blatant pitches we have all come to “see through” have, perhaps, tarnished the fundamental aim of many organizations to spread a simple message. Getting a message out for not-for-profit agencies, such as libraries, however, can be difficult, when you compare the creative tactics used in contemporary advertising and public relations campaigns. How can a library sell itself to a culture saturated by media blitzes where every media tool available is employed fully, from radio and television to full-color, glossy publications that have passed muster via focus groups, pilot campaigns, and the confluence of professional sales pitches?

Before we answer how this can be done, let's look further at why libraries need public relations—and not just public information—and why PR is essential to your library, and not just a luxury afforded to those branches or main libraries who are fortunate enough to have a budget for public outreach.

First, libraries have a critical role in answering critics who don't understand how libraries play a pivotal cultural role. Research conducted by ALA shows that while libraries are popular, they “are often taken for granted. And while libraries are ubiquitous, they are not often visible.” Furthermore, libraries are challenged to articulate their uniqueness in an information age transformed by new technology such as the Internet. The Campaign for America's Libraries, whose hallmark identifier is the @ your libraries® brand, was developed in response to this research, and by developing a comprehensive and high profile PR plan, ALA has embarked on a public outreach strategy unique to libraries. PR materials made available on the ALA website are plentiful and free for downloading and, most importantly, are designed to be customized by individual libraries to help them conduct their own marketing and public relations efforts.

Goals of Public Relations in Libraries

While it may be unfortunate to consider the dampening effects of modern corporate culture on libraries' and other nonprofit agencies' ability to market themselves in a media saturated world -- to the extent that a library may only be as visible as far and favorable as its image reaches -- it is worth looking at all of the ways in which a library can potentially make an impression on patrons and non-library users alike. For better or worse, each interaction with your public makes an impression, hence an “image audit” of your library is a good place to start when developing your own public relations strategy, whether or not you are taking advantage of ALA's @ your library bevy of resources.

Public library directors have a plethora of day-to-day responsibilities that often demand urgent attention; however, increasing awareness and support for the library's purpose and activities should be the primary motivator and direct all other activities. Related goals should include increasing library usage, bringing libraries to the table on key public-policy issues, encouraging funding for operations and capital projects, recruiting and training volunteers, creating educational materials to inform, and finally, promoting recruitment to the profession. Source: ALA

In addition to high-profile events and specialized programming, the bulk of public relations happens in mostly subtle ways. When sitting down to candidly discuss a library's multidimensional image as a precursor to developing a PR strategy, library directors, communications staff, friends, and board members should consider the following questions.

- Is your library responsive to the feedback of your patrons?
- Do your policies meet your community's needs?
- Is your programming appropriate for your patrons? Interesting? Diverse?
- Do you communicate your programming, your purpose, and your aspirations for community involvement in a simple and direct way that invites participation?
- Do your patrons understand that "their" library gains little without the entire support of their community and that "their" library exists to serve their multiplicity of interests and needs?

Building Blocks of Public Relations

The building blocks of good public relations are excellent programming, effective branding, good media relations, and effective community outreach. Good programming is the substance behind which public relations is built. Scanning the local papers to spot what is newsworthy and interesting is an essential activity for one planning a library's calendar. Inviting musicians and artists for weekly concerts and lectures, or hosting art openings at your library are excellent ways of bringing non-traditional users through your doors. Consider inviting visiting authors and historians to present programs that might speak to non-library users.

Branding

Integrated brand marketing is the latest modus operandi in corporate public relation campaigns. This effort, simply stated, is to design a distinctive name, image, and slogan that identifies your library and helps users create an emotional connection to you, which will make them want to come back and support your mission.

A key feature of branding includes building into all publicly consumed information the following consistencies: uniformity of message, uniformity of delivery, and a uniform identifying image. The end result of an integrated branding effort is most often that the consumer—in this case your patron—comes to experience pleasing associations with each aspect of his or her interaction with your library.

Media Relations

After an image audit has been conducted, you will want to enhance your existing outreach efforts to local media. Creating a media database helps one organize this effort. Develop niche e-mail and fax "groups" and contacts in the media to send library events and information to as often as appropriate. It is also very helpful to create a "media kit" for donors, partners, and members of the media for whom you wish to make an impression. Pulling together an attractive portfolio folder, which includes brochures, bookmarks, a letter of welcome, and other collected information can be an excellent introduction to your library's mission and the scope of your services and benefits.

Informative Press Releases

Befriend journalists who cover community events and ask them for ways to feature special library events. Then learn what format your local paper prefers to easily include your library's events, and then send them regular press releases that they can easily format for inclusion into their paper. Having friends in the media can be worth its weight in gold, especially if and when your library becomes the center of anything controversial.

Public Service Announcements (PSAs)

PSAs receive free airtime by many media outlets and are handsomely discounted by others. The American Library Association posts many PSAs on their website for library outreach coordinators to use free of charge. Below is an example of a 60-second PSA promoting National Library Week, that the ALA makes available on its website:

Libraries have always been places for education, self-help and lifelong learning. Today, they're at the forefront of the information age, providing computers, Internet access, databases and more.

At your library, you have access to nearly everything in print and online. You also get something else's something that bookstore down the street doesn't have. You get the knowledge and expertise of a librarian to help you find what you're looking for.

What could be better? This is National Library Week. Come see why there's something for everyone @ your library.

A message from The Campaign for America's Libraries and (your library)

As with all written communication, make any PSA you write contain declarative sentences that quickly engage and pique one's curiosity. After you've crafted that message that halts your audience in their tracks, distribute your PSA widely to radio stations, cable TV stations, local colleges, journalists, and local newspapers. Hearing a message too often never fails to achieve its aim.

Outreach Nuts & Bolts

Distributing a weekly or monthly calendar of events is perhaps the most salient and informative tool in a librarian's PR toolkit. But don't rely on the media to do all of your outreach for you. Identify diverse and off-the-beaten-path places to announce and promote your library's activities, such as at YMCAs, PTAs, coffee shops, local businesses, chambers of commerce, government agencies, friends of libraries, library boards of directors, healthcare centers, houses of worship, childcare centers, grocery stores, parks, and recreational centers.

You also don't want to overlook your most important supporters—the patrons already inside your own library. By posting monthly calendars of events and displaying multiple display racks that include library brochures, bookmarks, and event fliers, you can more effectively generate

interest among those already in your midst.

Taking advantage of ALA's @ your library® resources

ALA's latest Campaign for America's Libraries makes so many resources available that a library's public outreach coordinator would be wise to stay familiar with the dearth of off-the-shelf materials free for the taking. Below are a listing of ideas gleaned, again, from ALA's website that can easily be integrated into your own library's public relations strategy.

Integrate the @ your library brand into your library's letterhead, business cards, fax cover sheets and e-mail signature. Use the brand on flyers and brochures to promote special programs and services at your library, such as:

- Art exhibits @ your library
- Homework help @ your library
- It's just not academic @ your library
- Check it out @ your library
- Something for everyone @ your library

Tie into promotions and events sponsored by ALA, such as:

- Library Card Sign-up Month: Get carded @ your library
- Banned Books Week: Read a banned book @ your library
- Teen Read Week: Read for the fun of it! @ your library

Tie into national celebrations, such as:

- Hispanic Heritage Month @ your library (September)
- Black History Month @ your library (February)

Create new library cards using @ your library

Tips for Printing on a Tight Budget

Unless a wealthy patron endows your library, you will need to be prudent when going to implement your PR strategy. Below are some ideas that I've gathered over the years working for educational organizations.

When you have a design project that merits professional printing, make every effort to print in very large volumes. Most of a print job's cost lies in the set-up or pre-press activities. To take advantage of this, consider the shelf life of a document, its distribution, and then think about

how any dated information could be removed so that your document can withstand the tides of changing staff, operating hours, and services offered.

After settling on a winning design that effectively brands and expresses the tone of your library, some print clients will, for example, print a full-color (4-color) letterhead (or brochure or poster template) with blank sections that can be printed on later using only black to announce one's message, as needed. If letter or legal-sized paper is used, a library might be able to run these pre-printed documents—just like letterhead—through the department's laser printer to add the message for that event “on top” of the color imprint. Printers will often put aside these bulk orders and pull out a limited number of pages to print an additional one-color (usually black) message as needed. Printing in volume like this not only reduces the cost of printing substantially, it also commits an organization to a “look” or brand that will become a mainstay of their identity.

When limited to one- or two colors, use shades and tints of a single color and grayscale images that bleed off the page to create an illusion of bigness and variation in color. The “color” black has at least 256 levels of gray that can be discerned by the human eye. By using the full range of every color, you extend the value and create a richer, more sophisticated impression.

If you are limited to laser printouts of a flier or announcement, use legal or tabloid-sized paper when appropriate and place these pages on a color background sheet for contrast.

Use digital prints or copiers instead of photocopies. Photocopies don't reproduce artwork well and look like, well, photocopies. Not very classy.

On specialty print jobs, talk to your printer about using one “expensive” feature to get attention, such as embossing your logo, foil stamping, or using a specialty ink that keeps one's eye lingering on your page.

Maximize Readability by Using Effective Design

Now that you have committed to using the techniques of branding to easily identify your library, you will need to “place” your message as creatively and boldly as possible to grab your reader's attention. But don't rely on a viewer to want to peruse your bulletin board because he or she has little else to do. Use artwork and photos that jump off the page and demand a reader's attention.

Humor, contrast, color, and simple elegance are often the best methods to do this. If you don't happen to have talent as a designer, someone on your staff probably has some taste in designs that are impressionable and create impact. Feel free to borrow other's ideas, as long as it fits within the identity you set out to create. Always keep your design and message simple. Every designed document that works well has built into it a visual hierarchy on every page. This means that as your eye scans a page (often in a Z-pattern from upper left to lower right), elements on a page should guide one's eye down the page with some rhythm and cadence.

Also, make sure that your document doesn't have competing messages or design elements that hinder readability. Creating a visual hierarchy of elements suggests that you know what the most important messages or elements on a page are and that you give descending importance to each message or element, as needed. Contrasting sans serif headers with serif body typefaces, and/or using white text on a

colored background are ways to engage and captivate a reader's attention.

Logo Usage

A logo's value exists in the fact that it endures all uses and is seen, or should be present, on every document that reaches the public eye. Even an outdated or unattractive logo can, if used creatively, be part of a fresh new design.

Artwork

Artwork gives a piece personality, communicating without words and targeting the emotions. Using scanners and laser printers, even libraries with small budgets can reproduce personal photos and copyright-free images.

Want to tell your patrons something? Use the Image feature in Google to download an image of a librarian pursing her lips and shushing with her finger. (Be careful not to overdo this stereotype.) Add a balloon message caption and fill it in with your message. This kind of humor is good not only for a laugh but imparts a message pretty creatively. Other mainstays of good design practice include:

- Use plenty of white space and avoid unnecessary ornaments, borders, or symbols.
- Limit your choice of fonts to two font families in any document.
- Use contrasting elements such as reverse type (white text on black background)
- Stair-step items down the page on a flier to give it "rhythm" and interest.
- Make sure all page elements are in harmony—that is to say that all typefaces, images, and border elements match the subject and audience of your publication and relate to each other.

Resources

American Library Association

<http://www.ala.org/@your library>

PR Tools and Resources

<http://www.ala.org/ala/pio/campaign/prtools/prtoolsresources.htm>

The Campaign for America's Libraries

<http://www.ala.org/ala/pio/campaign/campaignamericas.htm>

Ad Council (to view historic ad campaigns for nonprofits)

<http://www.adcouncil.org>

Public Library Association

<http://www.pla.org>

Public Relations Society of America

<http://www.prsa.org/>

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The Impact of Preschool Storytime from a Sociological Perspective

Relevance of Focusing on Preschool Storytime Contributions to a Community

- This topic deals with the influence of a social institution at the earliest stages of the development of a literate populace. It has currency due to the effect illiteracy has on society as a whole, evidenced by links with poverty, academic attainment, career achievement, and the general contribution an individual makes to the community.
- The public library as an institution constantly has to advocate its relevance to a community. The importance placed by a community on the public library is in part demonstrated through the funding allotted to this service. Children's services are often the first to be trimmed or cut financially in part due to the misconception that the focus of this field of librarianship is on play without meaning, or entertainment without purpose (a view sometimes held by fellow staff members as well as the general public). Highlighting the contributions that preschool storytimes make to the community serves as a form of advocacy for children and those that work with this underrepresented population.
- It is to the community's benefit to discuss a service that promotes the care and development of children in a setting that is open to everyone and at its essence has a basis in societal responsibility. It is especially timely when urbanization is viewed as threatening society's cohesiveness and moving us towards a greater divide between cultures, economic status, and the attainment of information.

The Contributions Preschool Storytimes Offer to Emergent Literacy

- The Public Library is stepping up to acknowledge its current and future role as an early integral building block in the tower that is a literate populace. The building process can become precarious at any point, but a solid foundation is the key. Children's librarians employ methods that contribute to the development of literacy in young children, thus adding to this foundation.
- Through the librarian sharing developmentally appropriate books for preschoolers, caregivers are made aware of the literature best suited to their child at their age and stage of development.
- The librarian demonstrates dialogic reading techniques with brief explanations directed towards the adults interspersed throughout the program. When witnessing the children's enthusiastic response to being included in the performance/reading of a story, the adults say they are inclined to try the techniques at home in place of a more traditional passive approach to reading aloud.
- The story room is a print rich environment with a "Reading Wall" with pictures of animals, emotions, familiar traffic signs, etc. posted along with their names printed below. In addition, construction paper balloons float on the Reading Wall accompanied by the color names printed in the corresponding color (e.g. a red balloon labeled with "red" printed in red ink). The alphabet and numbers one to ten are also displayed to allow caregiver and child the opportunity to practice their "ABC's" and counting (an option taken advantage of by many as they leave storytime after the art project is completed).
- A variety of action rhymes are used on a regular basis to encourage enjoyment of the rhythm of language. The action rhymes are printed on large sheets of chart paper accompanied with drawings to help the children see the link between print and verbalization. An additional benefit of the charts is the increased adult participation. With the rhymes now highly visible, the adults read along with the librarian and are able to help reinforce this concept for the children.
- As a community helper, the librarian is in a unique place to form a bond with the child that allows an ongoing dialog about various events in the child's daily life, which in turn encourages vocabulary development.
- Storytime also offers the opportunity for children to interact and converse with each other and see their peer group enjoying language through books, action rhymes, and songs.

Storytime at the Nashville Public Library's Main Branch and Developmentally Appropriate Practice

In terms of supporting the skills and experiences necessary for children's school literacy, research suggests that the single most important activity for building these qualities essential for school success is reading out loud to children ([Wells, 1986](#)). With this in mind, it is important to understand the ways in which the Nashville Public Library, a community institution dedicated to supporting a lifelong love for literacy learning, and its offered storytimes, have a profound opportunity to be a part of supporting young children's literacy development. Beginning with its ability to share the power and pleasure of literacy and continuing with specific ways in which storytime can foster particular skills, this is an exploration of the ways in which the Library's storytimes currently address early literacy development in developmentally appropriate ways across several areas emphasized by the International Reading Association (IRA), & National Association for the Education of Young Children (NAEYC) position statement, in areas of: the power and pleasure of literacy, language development, supporting children's knowledge and understanding, knowledge of print, and experiences with text ([International Reading Association & National Association for the Education of Young Children, 1998](#)).

Examples of the ways in which the Nashville Public Library storytime meets different developmental needs

Developmental needs and ages	Physical	Cognitive	Social	Emotional
Infants	Babies' tendency to learn through movement is fostered through songs, clapping, bouncing, and dancing with parents.	Babies have a variety of sounds in their story time experience including language and music, which promotes their own experiments with language, include babbling and cooing.	Children and parents have a space to interact together. Parents tend to use facial gestures and movement to engage their children.	Children and parents have space for close interactions in which learning and having fun take place together.
Mobile Infants	<p>Babies' learning through exploration is evident in their proclivity to wander about the story time area and then returning to parents.</p> <p>During songs clapping and movement allows babies to use their body in their learning.</p>	<p>The various characters including puppets enhance children's growing repertoire of dramatic play themes.</p> <p>Babies are easily stimulated and the constant stream of music, drama, language, and movement keeps babies' interest while also providing quiet times.</p>	Children learn about themselves as they learn about others in their surroundings. During story time, children interact through language and movement with other children and adults.	Children's close proximity to their parents during story time supports strong emotional ties.

<p>Toddlers</p>	<p>Toddlers continue to explore as they move around the story time area before and after the story time hour.</p> <p>Movement during songs continues to involve their physicality in learning.</p>	<p>Children’s language is fostered in their opportunities to express themselves through songs, and conversations.</p> <p>Children begin to learn about book reading conventions such as how to hold and use books.</p> <p>Toddlers’ knowledge about representation is fostered through drawings during story telling.</p>	<p>During story time children learn about ways of behaving and expressing feelings and how to act appropriately in a particular context that blends fun and learning.</p>	<p>Children’s need to assert themselves through choice is fostered in story time activities that welcome children’s diverse responses (e.g., the rainbow song, the name song, and raising hands)</p>
<p>Preschoolers</p>	<p>Preschoolers are able to sit for longer periods of time and direct their attention to story telling.</p> <p>During songs, children are able to use language and their body to actively participate.</p>	<p>Story time can build on children’s growing vocabulary and knowledge of story structure.</p>	<p>Preschool age children become familiar with the library experience in terms of ways of talking and acting.</p>	<p>Preschoolers’ autonomy is fostered in their ability to make decisions during story time and learn about books that are of interesting and relevant to their experiences.</p>

The Contributions Preschool Storytimes Offer to the Promotion of a Love of Reading and Becoming a Lifelong Reader

- Often attendance at a preschool storytime is a child's first introduction to the many services offered by the public library. It is during this program geared to their interests and with knowledge of what is developmentally appropriate for them that the library has the chance to create a life-long reader through demonstrating the entertaining side of literature. It is also at this critical point that the public library has a chance to make a life-long friend for the institution.
- During preschool storytimes books with brief, often rhythmic and/or rhyming text; bright, engrossing illustrations; and numerous opportunities for audience participation are shared in order to engage the audience.
- Knowledge of the various developmental stages associated with the preschool age group allows the librarian to create a positive storytime experience for both the children and adults in attendance. Keeping the duration of young children's attention spans in mind the sharing of two stories is interspersed with the chance to sing, dance, and act out action rhymes.
- Although not the sole purpose of storytime the entertainment factor cannot be discounted. Inherently motivating learning experiences are often most successful and through devices such as puppets, story dust (glitter), magic capes, etc. the librarian is able to pull the audience into the wonderful world of reading and literature with the hope that they will want to return on their own based on the enjoyment associated with their weekly storytime trips.

The Contributions Preschool Storytime Offers to the Socialization of Children into Formalized Instruction Behaviors

- Through storytime children are socialized into acceptable group behaviors (with much respect given to what is appropriate at their age and stage of development).
- Often this is the first time the child is faced with their peer group and expected (within reason) to blend in.
- Storytime often serves as an introduction for children and their caregivers to view the difference in young children's attention spans within the same age group.
- Both the child and the adult caregiver are made aware of following directives from an authority figure other than the parent or guardian (e.g. sitting while a story is read aloud so that everyone has a chance to see the pictures or standing quietly behind those that are sitting to allow everyone to hear the story). In addition, children and adults in attendance see how other attendees react when socially accepted behaviors are not followed.
- Children's librarians who host storytimes realize preschoolers (esp. toddlers) cannot be expected to sit for extended periods of time and need to have the chance to expend energy (drop-in storytimes for all preschoolers face a challenge of allowing the youngest members to wander around while there is a societal expectation that 4 year olds should sit in preparation for attendance at school and in acknowledgement of an extended span of attention by this age and stage).

The Contributions Preschool Storytimes Offer to the Creation of a Sense of Community

- The public library as a social institution through programs such as storytime is participating in people's formation while the criminal justice system is participating in their reformation. Research shows that the window of opportunity for helping so-called "at risk" children is a narrow one closing before they reach high school. As a community helper working with children at the beginning stages of their development children's librarians are in a unique position to have a positive influence on their early socialization.
- Participation in storytime often encourages a bond that translates into a friendship outside of storytime for both adults and children. The adults that attend morning storytime programs have often made the choice to stay home with their children and are glad to interact with

others in similar situations.

- An extended family atmosphere carries over into the community from the storytime setting as people begin to recognize each other at other locations within the city such as grocery stores, churches, shopping malls, etc. During the program the adults interact not only with the child they are accompanying but also with the other children participating in the program. The sense of a village of trusted adults is conveyed to the children who will look not only at their mother but also at another child's mother while singing a favorite song.
- There is a diversity of cultural groups in attendance at storytimes in large cities such as The Public Library of Nashville and Davidson County serves. Often in spite of language barriers attendees interact through their enjoyment of the program and the children's reaction to storytime events. Over the course of a short period of time people begin to view themselves as "regulars" and greet each other in a friendly manner. There is an acknowledgment of their commonality to their commitment to their child's development.

Results from a Survey Considering Behaviors and Characteristics of Public Library Visitors to Storytime at the NPL's Main Branch Library

Introduction

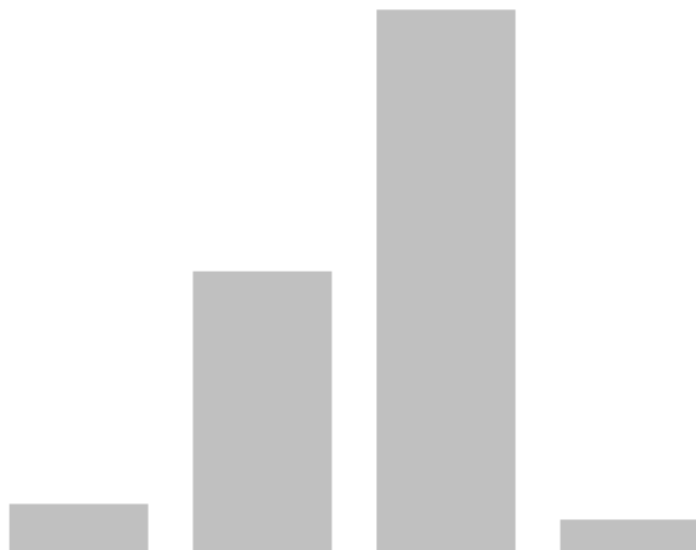
The aim of this project was to consider the behaviors and characteristics of public library visitors who attend story time. This evaluation was an initial stage of a dissertation study, which will consider families' use of the public library as a community setting for supporting their children's early literacy. An additional goal of this evaluation is to provide the Nashville Public Library with information regarding the literacy behaviors and interests of their patrons with young children.

Data collection for this evaluation took place during January 2003. Data for this evaluation were collected through observations of storytellers and visitors during story time and a brief paper-and-pencil survey given to 55 visitors. Using these sources, I have derived information about visitors' behaviors and characteristics, which will hopefully prove interesting and valuable to my own dissertation work and also to the Nashville Public Library.

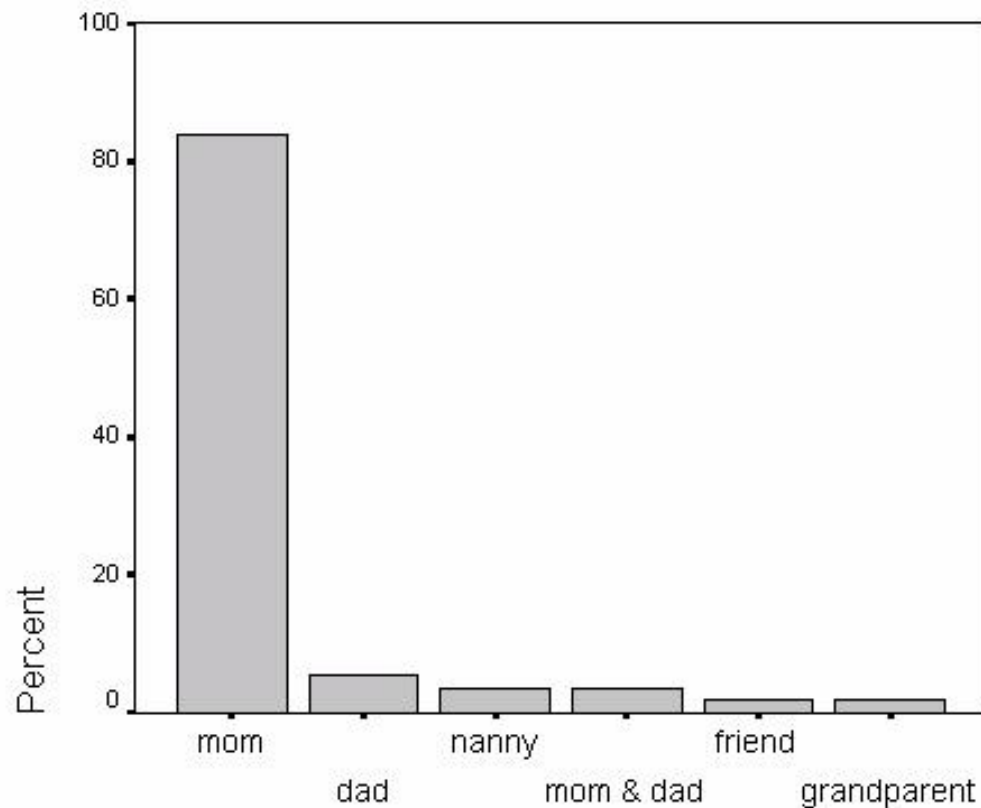
Visitor Characteristics

- Visitors were asked about their attendance at the Library's story time. 60% described themselves as "regulars" in that they attended story time at least twice a month. 31% said they had attended once or twice before, and 6% stated that it was their first time to this particular story time. (Please see Figure 1.)
- 84% of survey respondents were the mothers of their accompanying children, 6% were fathers, 4% included both mothers and fathers, and 6% included grandparents, friends, and nannies. (Please see [Figure 2](#).)
- 27% came with more than one child to story time.

Figure 1: Frequency of story time attendance (as reported in survey responses)



[Figure 2:](#) Survey respondents reported relationship to children



Participants' reasons for attending story time

(Note: Participants were asked to check all that applied.)

For fun 89%

To learn about books 60%

We were here anyway for other library business 4%

To hear the songs 73%

We enjoy the entertainment 76%

To talk with other parents and kids 38%

To introduce the library to my child 49%

It's part of our routine 53%

Other 7% (Responses included: To make a rainbow (n=2), As an alternative to television (n=1), and To use the toddler computers (n=1).)

Participants' reported activities while visiting the Library

(Note: Participants were asked to check all that applied.)

Listened to a story time 96%
Looked at books 64%
Checked out books 45.5%
Talked with other families 42%
Talked with Library staff 29%
Read books together 31%
Returned books 27%

Community settings survey respondents noted that they enjoyed visiting with their children

(Note: Participants could list numerous settings.)

Outdoor Play (parks, playgrounds, hiking areas): 56%
Indoor Play (mall play areas, children's gyms): 25.5%
Science Centers 16%
Museums 25.5%
Cultural Centers (Cheekwood Gardens, children's theatre, church): 9%
Playgroups 5.5%
Recreation Centers (YMCA, gymnastics, community pools) 13%
Zoo 71%
Other story times (Other library branches, bookstores) 13%

Quotations from the Literature

Emergent Literacy Quotations

Currently, there is a shift in literacy studies that has challenged traditional understandings of what it means to be literate. Whereas the once dominant view regarded literacy as a collection of technical skills learned through academic involvement ([Neuman & Dickinson, 2001](#); [Street, 1995](#)), a broader perspective considers the ways in which literacy—imbued with social, political, and cultural meanings—begins long before children begin formal reading instruction. The emerging perspective argues that there are different forms of literacy practiced in different contexts such as homes, communities, workplaces, and schools ([Street, 1995](#)). Becoming literate, in this sense, is not a result of an individual's mastery of cognitive skills learned in isolation; rather, literacies are both situational and social in nature: they are located in particular contexts and shaped by social practices—ways of talking, thinking, and behaving.

From [Howell](#), 2003:

Studies (e.g., [Anderson, Teale, & Estrada](#), 1997; [Schultz & Hull](#), 2002; [Scribner & Cole](#), 1981) have shown that literacy looks different in different contexts; however, we know little about young children's literacy in community settings. The current study addresses the contextual nature of literacy by considering it within a setting that is distinct from both home and school. In this sense, this study reflects the shift in literacy studies, which describes the plurality of literacies and suggests that research in literacy and language development must consider the specific social practices that emerge during literacy-based interactions ([Gee](#), 2001; [Street](#), 1995; [Teale](#), 1982). Following the perspective that early literacy is the process by which children—at home, in the community, and at school—come to participate in particular ways of talking, thinking, and behaving around literacy-based interactions ([Cochran-Smith](#), 1984, [Heath](#), 1982; [Teale & Sulzby](#), 1989), this study examined the ways in which families used a community setting, a public library, as a context for supporting their children's early literacy development. Guiding questions concerned the way in which families used the library story time. Specifically, what motivated their visits? How frequently did they use the library story time? What did they do while at the library during story time? And what other community settings did they frequent with their children? Subsequent research will examine how literacy-based interactions in the library are similar to and different from literacy interactions at home.

From [North](#), 2000:

Children who are read to from an early age learn new sounds, increase their vocabularies, stretch their imagination and understanding of concepts more than other children and find learning to read by themselves easier. Mem Fox is Australia's most successful author of books for young children as well as being a former professor of literacy studies at Flinders University in Adelaide. She has this to say about reading for children:

It is so important because literary language has a large vocabulary. Kids don't pick it up as well from reading it silently as they do from hearing it. I think an enormous amount of teaching can be done, without teaching, through reading aloud. Reading aloud is the most important tool in literacy education (Fox, as cited in [North](#), 2000)

From [North](#), 2003:

Public libraries have done themselves a significant disservice by playing down their educational role. In the desire not to be the primary library for students, they have emphasized that, while they support lifelong learning, they do not provide the resources for formal education. Indeed, librarians are not teachers but they should be playing an essential role as educators by designing and delivering emergent literacy programs for young children as well as educating parents in their role as their child's first teacher. It is clear that this is a role of increasing importance for library professionals who have the right blend of skills and expertise in delivering literacy education services.

From [Shaw](#), 2004:

Findings (as reported in *The Seattle Times* on Thursday, Feb. 26, 2004) from the literacy study conducted as a pilot project that began in 2000 in 14 library systems across the United States by the Public Library Association and the Association for Library Service to Children:

Librarians taught parents strategies to boost their children's literacy, including talking to babies about objects in their surroundings, encouraging toddlers to name objects in book illustrations, asking them questions about books to get them to say more than one word, and playing word games to build vocabulary.

Librarians interviewed parents before the literacy sessions, and then again several weeks later.

They found that parents continued to use the strategies they'd learned and were reading more to their children than they had in the past.

Parents of children under age 2 had the biggest increase in reading time: The percent who read to their children daily rose from 36 percent to 61 percent.

From [Fader](#), *How Storytimes for Preschool Children can Incorporate Current Research*:

Ellen Fader provides methods for incorporating developmentally appropriate practice into public library storytimes in *How Storytimes for Preschool Children Can Incorporate Current Research*. She states:

In storytime, library staff will also demonstrate specific techniques that facilitate emergent literacy, since how adults read to preschoolers is as important as how frequently children listen to stories. For example, librarians will occasionally model dialogic reading by asking questions in a toddler group so that the child becomes the teller of the story. Because a central basis for learning to read is understanding that words are made up of smaller sounds, librarians will play language games in preschool storytime to demonstrate for parents how to encourage phonological or phonemic awareness.

From ALA's [Research on Early Literacy](#):

We know that there are large social class differences in children's exposure to experiences that might support the development of emergent literacy precursors to academic success. For instance, research has shown that mothers from lower income groups engage in less shared picture book reading and produce fewer teaching behaviors during shared reading than mothers from middle-class groups. One study found that 47% of public-aid parents reported no alphabet books in the home, in contrast with only 3% of professional parents reporting the absence of such books. By one estimate the typical middle-class child enters the first grade with 1,000 to 1,700 hours of one-on-one picture book reading, whereas a child from a low-income family averages just 25 hours.

Love of Reading/Lifelong Reader Quotations

From [North](#), 2000:

The main aim of these [weekly preschool storytime] programs is to bring books of literary merit and artistic quality to children and to have them view books and reading as a pleasurable experience. This early contact with books fosters a positive attitude towards books, libraries and reading in preschool children.

From [North, 2003](#):

Public libraries play an essential role in providing an opportunity for as many children as possible, regardless of socioeconomic status, to achieve their full potential as readers. Research shows that establishing programs that encourage reading and educate parents is one of the most effective ways to leverage social change. The challenge is to have public libraries recognized as leaders in these crucial areas.

A recent study from the Organisation for Economic Cooperation and Development (OECD), published late in 2002, tested the reading literacy levels of students aged 15 in 32 countries. It examined how well they used written materials to meet the challenges of the real world and to become lifelong learners. It reported that

The most striking result ... is the difference between students who are more 'engaged' in reading and those who are less so. Those who express positive attitudes to reading are on average much better readers. The analysis also indicates that the reading engagement can to some extent compensate for the disadvantage in student's social background (OECD, as cited in [North, 2003](#))

Note: North suggests that it is interesting that the public libraries' role in early literacy isn't mentioned anywhere in the report and suggests that heightened visibility needs to be achieved through partnerships with the government, business, and the community at large.

From [Winn, 2002](#):

Reading is the single most important factor in children's education. Reading trains the mind in concentration skills, develops the powers of imagination and inner visualization, lends itself to a better and deeper comprehension of the material communicated. Reading engrosses, but it does not hypnotize or seduce a reader away from human responsibilities. Books are ever available, ever controllable. Television controls.

In reading, people utilize their most unique human ability – verbal thinking – by transforming the symbols on the page into a form dictated by their deepest wishes, fears, and fantasies.

A description of ALA's [Bonding with Babies Through Books](#) program:

The goals of the Bonding with Baby program are twofold. First, this program aims to introduce book sharing between parents and their infants at an earlier age than it might otherwise occur, consistent with the research that shows that age of onset of shared reading is important. A second goal of this program is to have parents and their infants experience interactions around books as pleasurable, consistent with the research that shows that a strong, positive bond between mother and infant leads not only to positive experiences around books, but also to a higher frequency of such interactions., when the affective experience of book sharing is positive, mothers are more inclined to initiate interactions around pictures, and infants are more likely to remain interested and to respond to their mothers. Thus, a positive social-emotional climate can also lead to more optimal learning experiences during book sharing.

From [Fisher, 2000](#):

The human element of the service to children and teenagers in public libraries remains a crucial one. The first literary experiences of children may well be the contact with the children's librarian at storytime. The only stories and simple nonfiction the preschooler may hear and see may come from the programs at the library.

In this technological age, there are two elements which do not receive much attention in public library literature. The human element and the importance of the imaginative world of fictional literature. A library environment which undervalues these elements will itself become undervalued.

Formal Instruction Ready Behaviors Quotations

From [North, 2000](#):

All parents want their children to learn to read and write for this is the foundation of success in life. For most parents it is seen to be the job of the school and the teacher to make this happen. However there are many experiences in a child's preschool years that will lead towards reading and provide the basis upon which formal instruction at school can be built.

Children who have varied and stimulating preschool experiences are more likely to fit easily and competently into life at school. Much has been written on providing the right kind of experiences for parents to give their children. However, many parents need encouragement and support in providing early learning experiences for their child.

Attendance [at weekly preschool storytimes] also enables children to socialize as well as develop concentration and listening skills and enrich and extend their vocabulary and imagination.

From [Gilbert, 2000](#)

Read to Your Child Daily. This is good all-round parenting advice, of course. Children who are read to every day from the time they're babies have an easier time than other children do learning how to read, according to research financed by the National Institutes of Health (NIH). They do so because by the time they start school, they've had years of practice with the building blocks of reading: connecting the letters and words with the sounds that they make.

From ALA, [Background Research](#): Dialogic Reading for Two- and Three-Year-Olds:

Over a third of children in the U.S. enter school unprepared to learn. They lack the vocabulary, sentence structure, and other basic skills that are required to do well in school. Children who start behind generally stay behind – they drop out, they turn off. Their lives are at risk.

Picture book reading provides children with many of the skills that are necessary for school readiness: vocabulary, sound structure, the meaning of print, the structure of stories and language, sustained attention, the pleasure of learning and on and on. Preschoolers need food, shelter, love; they also need the nourishment of books.

From ALA, [Research on Early Literacy](#):

The relationship between the skills with which children enter school and their later academic performance is strikingly stable. For instance, research has shown that there is nearly a 90% probability that a child will remain a poor reader at the end of the fourth grade if the child is a poor reader at the end of the first grade. Further, knowledge of alphabet letters at entry into kindergarten is a strong predictor of reading ability in 10th grade.... There is tragedy in these facts because children's lives depend on success in school. Children who start school behind and typically stay behind. Their lives are at risk.

Creation of a Sense of Community Quotations

From [Borgatta & Borgatta](#), eds., 1992:

-Defining community has been difficult in sociology in major part due to the focus on shared physical space as a necessary inclusion.

The classic perspective on community offered by Zimmerman (1938) is consistent with this theme in that the basic four characteristics argued by Zimmerman to define community (social fact, specification, association, and limited area) require a territorial context. Hillary (1955), in a content analysis of ninety-four definitions of community advanced in sociological literature, discovered basic consensus on only three definitional elements: social interaction between people, one or more shared ties, and an area context. An alternative, less restrictive, conception of community that accommodates the recognition of communal experience and the persistence of community in a highly mobile, urbanized society argues that community can be achieved independently of territorial arrangements and attachments where social networks exist sufficient to sustain a *Gemeinschaft* quality of interaction and association (e.g. Lindeman 1930; Bender 1978, as cited in Borgatta & Borgatta).

Ever since nineteenth-century social thinker Ferdinand Tonnies offered sociology *Gemeinschaft* and *Gesellschaft* as contrasting qualities of human association, the fundamental focus of debate within the sociology of community has concerned the hypotheses emphasizing the decline of community. According to this hypothesis and its variations, the intimate, sustained, and mutually interdependent human associations based on shared fate and shared consciousness observed in traditional communal society are relentlessly giving way to the casual, impersonal, transitory, and instrumental relationships based on self-interest that are characteristic of social existence in modern mass society.

-The most notable work under the decline-of-community theory is Louis Wirth's "Urbanism as a Way of Life" (1938).

The approaches that challenge the decline-of-community thesis on the basis of its vision of a linear transformation from a communal *Gemeinschaft* society to an urban mass *Gesellschaft* society do so by offering evidence suggesting that Wirth's vision of relentless social forces of urbanism is both overly deterministic and blind to the reality that patterns of *Gemeinschaft* and *Gesellschaft* human associations can

be found to exist side by side in very complex ways.

- Examples of arguments against the linear Gemeinschaft to Gesellschaft society transformation include: Bahr, Caplow, and Chadwick (1983), Janowitz (1952), and Redfield (1955).

From [North](#), 2000:

In a discussion of how The Library and Information Service of Western Australia is promoting the creation of regular storytime programs in rural libraries North states:

Wherever these programs have been introduced the community has enthusiastically embraced them. Nonetheless young peoples services librarian often have to repeatedly justify the need for staff and resources to run the sessions. When cuts are made to library services these are often the first to be targeted. Yet they are surely the most valuable we offer, for children and parents and for public libraries, for these services are establishing the readers and the library supporters of the future.

From [North](#), 2003:

Families today are raising children under very different social circumstances to previous generations. Because of this, they often require more flexible combinations of formal and informal social support. Public libraries are ideally placed to extend the social investment that communities make in their young people.

To remain relevant and sustain its value the public library needs to anticipate and respond to the needs of its community. Public libraries play a vital role in strengthening communities and enhancing the individual's quality of life. Their role in offering family literacy programs that introduce children and their parents to literature and libraries is fundamental.

From [Steyer](#), 2002:

Today, as child development expert T. Berry Brazelton, M.D., warns, media is really, 'the biggest competitor for our children's hearts and minds.' According to a University of Maryland study, American kids now spend 40 percent less time with their parents than kids did in the mid-sixties. That's right, 40 percent less time – just seventeen hours a week total with their parents, down from thirty hours in 1965. At the same time, they spend far more than double that amount of time – more than forty hours per week on average – staring at the tube or the computer screen, listening to the radio or CDs, and playing video games. Now, which is the parent in this picture?

From ALA, [Background Research](#): Sound Awareness for Four- and Five-Year-Olds

Reading and writing are critical to living and working in our society. We use these skills at the grocery store when writing a check for food, in the car when reading directions, at the bank when filling out paperwork, and at home when reading the newspaper. Many children, however,

fail at the task of learning to read. According to the National Center for Educational Statistics, 38% of fourth graders nationally cannot read at the basic level. In other words, they cannot read and understand a simple paragraph of the type that would be found in a children's book. These children seldom catch up. They enter high school with the ability to read only at an elementary school level. For many, the work becomes too difficult and they end up dropping out of high school. For those who go on to graduate, the picture is not much better. These young adults cannot participate fully in a society such as ours, where expectations for reading and writing arise in almost every daily activity. Further, they miss out on the joys of reading and are poorly prepared as parents to help their own children become ready to read.

16 Reasons Reading Aloud To Children Is Important

1. Conditions the child to associate reading with pleasure, an association that is necessary in order to maintain reading as a lifelong activity.
2. Contributes to background knowledge for all other subject areas, including science, history, geography, math, and social studies.
3. Provides the child with a reading role model.
4. Creates empathy toward other people, because literature values humanity and celebrates the human spirit and potential, offering insight into different lifestyles while recognizing universality.
5. Increases a child's vocabulary and grammar, and has the potential to improve writing skills.
6. Improves a child's probability of staying in school.
7. Improves future probability of employment and higher quality of life.
8. Increases life span by virtue of correlated education, employment, and higher quality of life.
9. Lowers probability of imprisonment.
10. Improves problem-solving and critical-thinking skills that are fundamental and transferable to all other areas of learning.
11. Offers information.
12. Offers laughter and entertainment and an alternative to television.
13. Improves attention span.
14. Stimulates the imagination.
15. Nurtures emotional development and improves self-esteem.
16. Reading skills are accrued skills that are bound to improve over time...a countdown to academic success.

(Trelease, 2002, as cited in [Codell, E.R., 2003, p. 12](#))

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Lessons Learned: Coordinating Community Outreach Grants for Maximum Effectiveness

Janice Kelly presented the following PowerPoint presentation, followed by other presenters who served as a panel to briefly discuss outreach grants and problems/resolutions that they faced. Janice's presentation is recommended as being helpful for anyone applying for a grant.



Before you start writing

- Why do the project?
 - Does it fulfill a need?
 - Does it enhance your institution?
- How do you know there is a need?
 - Needs assessment
 - Informal meetings
 - Focus group
 - Target population/service of institution

Before you start writing

- Meet with those involved
- Let them tell you what is needed
- Agree that the project is needed and you can do what they need
- Agree on who will do what
- Obtain letters of support from all involved

Before you start writing

- How much time can you devote to project?
- Do you have the support of those in charge?
- Who might fund this project?
 - Hospital foundation
 - Foundations – local, regional, national
 - Federal agencies

Before you start writing

- Where can you get help for writing the proposal?
 - Web/print resources
 - Institutional grant writers
 - Colleagues
 - Funding agency
- Can you accept the money in the way it's offered?
 - Purchase order
 - Cost reimbursement
 - Grants

Recommendations

- Start small
 - Choose a short term, do-able project first
 - Start with an "award"
 - Build on your strengths
- Choose a fundable project
 - Investigate funding agencies
 - Watch for special RFPs
 - Make sure that what you want to do is tied to what is being requested

Recommendations

- Set clear objectives:
 - What effect do I hope to have on...?
 - What is the overall improvement I want to achieve?
 - What are the goals of my targeted audience that can be affected by this project?
- Choose the right objective
 - Consider process objectives (outputs) and outcome-based objectives that specify what will happen or change as a result.
 - Educational, behavioral, environmental, or program objectives

Recommendations

- Describe settings/demographics in detail
 - Describe the need for the project
 - Identify and describe the target population(s) and geographic area(s) covered
 - Describe the characteristics and health issues of the population and/or geographic area in which the project will take place
 - Estimate how many of the population you expect the project to reach
 - Describe what resources or services are available currently

Recommendations

- Do a needs assessment
 - Informal or formal
 - Support with literature
 - Cite any relevant statistics
 - Be convincing that there is a need

Recommendations

- Make methods logical
 - Look at the reviewers' evaluation criteria
 - Discuss the methods to be used to reach the stated objectives. Methods may include needs assessments, training and demonstrations, equipment purchase and installation, web development, promotional activities...
 - Describe your implementation and promotion plans
 - Describe training classes and settings
 - Describe your evaluation plan
 - Did you include all the items requested?

Recommendations

- Provide an evaluation plan
 - Describe how the success of the project will be measured and the methods to be used to measure that success.
 - Evaluation should be tied to project objectives.
 - Describe the measures of success for each objective. Output/process objectives are usually measured quantitatively. Outcome measures may be quantitative or qualitative.
 - Do you need IRB approval?

Recommendations

- Justify the budget
 - Make sure you didn't include prohibited items
 - Does your institution charge IDC?
 - Don't exceed the bottom line
 - Ratio of "us" to "them"
 - Give details if required
 - Check math

Recommendations

- Qualifications
 - Describe who is involved and what are their qualifications
 - Describe any relevant experience
 - Describe institutional and human resources
 - Describe any previous experience with grants/awards

Recommendations

- Continuation plan
 - Describe the activities that will continue project services to targeted community after completion of the project, or your intent to maintain communication or service to the target population.

Recommendations

- Polish writing style
 - Two eyes are better than one
 - Use grammar and spelling checks
- Understand that you can resubmit
 - Address reviewers' comments

When funded

- Try to stay on target with reports and invoices
- Let funders know of any difficulties
- You can change the budget
- Extensions are allowed
- Don't be afraid of a site visit
- Try to get published or report at meeting
 - Pass on lessons learned
 - Models

For more information, contact

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Public Relations & Outreach: Ideas that Work

With budgets and staffing tight, few have time to think of outreach & public relations, two important pieces in accomplishing a public library's mission. Why not share ideas? Below, libraries around Tennessee have shared what's worked for them.

Take a look.

Perhaps you can adapt an idea for your library. Or the items they've shared may strike a spark for a new idea. You'll also find [further resources](#) at the end of this article.

Blount County Public Library
Maryville, TN
<http://www.kornet.org/bcpl/>
jsloan@blounttn.org

Community Calendar

"We assemble a monthly calendar as a one-page summary of everything we offer for that month: events, music, speakers, classes, displays, exhibits, and pre-school and elementary children's library programs. We have a rich schedule of events, and don't want our patrons to miss a thing. We distribute the library calendar in the following ways:

1. Put in library literature racks for the public to take (and they do!).
2. Mail to all three government council members that financially support the library.
3. E-mail to library board members and staff.
4. E-mail by distribution lists to various community groups: teachers in all three school systems, community leaders, artists, musicians, etc.
5. E-mail to local news media for publication in their Daily Calendar, Weekend Events, etc.
6. Distribute to various groups where we are asked to speak or when we meet with community groups.

SPEAKER/MUSIC/EVENT	CLASSES/BOOK CLUB	DISPLAYS/EXHIBITS	CHILDREN'S LIBRARY
<p>Screening: Bag Lunch with an Author—Flynn Freeman, "You Can Be a Writer, Too" Dorothy Harmon Room A (Bring lunch & enjoy author's talk) 12:00 noon-1:00pm Monday, February 9</p> <p>Harp Ensemble Concert Of Maryville High School Bill Robinson, Jr., Director Reading Rooms 1:00 pm, Saturday, February 14</p> <p>Monday, February 16—President's Day LIBRARY CLOSED</p> <p>"African American Genealogy Research" Anthony Smith Dorothy Harmon Room A 7:00 pm, Thursday, February 19</p> <p>Maryville Symphony Orchestra Quartet</p>	<p>CLASSES</p> <p>Internet, Online Catalog & TEL—TN Electronic Library (2-hour class) Instructor: Pat Thompson, Librarian Dates: Sat., Feb. 7, 10am-12noon Mon., Feb. 9, 2-4:00pm</p> <p>Beginning Genealogy Research: How to Get Started with Online Resources (2-hour class) Instructor: Harold Taylor, Librarian Dates: Sat., Feb. 7, 2-4:00 pm Wed., Feb. 11, 2-4:00 pm</p> <p>Library Book Discussion Group February Book: <i>Coalwater</i> by Mary McConaughy Library Board Room 6th Wednesday of each month 10:00 am Wednesday, February 11</p>	<p>Art Exhibit by Heritage High students of Carla Houchens Art Wall 5 Art Panels at Reading Rooms & 6 essays in Sitting Areas of Gallery February 1-14</p> <p>Art Exhibit by Alcoa High students of Minnie Collins Art Wall 5 6 essays in Sitting Areas of Gallery & Art Panels at Reading Rooms February 15-29</p> <p>Blount Co. Arts & Crafts Guild Have the Common—Oils & Acrylics 2 Essays in Sitting Areas of Main Gallery February 1-29</p> <p>African American Inventors Exhibit by Shirley Carr Clewney 2 Display Cases at Entry Rooms & 1 Cube at Entry Rooms February 1-29</p>	<p>ELEMENTARY AGE ACTIVITIES</p> <p>Spooky Story Hour—Grades 1-4 Tuesday, 4:00pm "Food is in Children's" Library Skills Workshop—Weds, 4:00 pm MUST BE A READER & sign up in Children's Library to participate. First & Second Grades—Feb. 9 Third & Fourth Grades—Feb. 11 Fifth & Sixth Grades—Feb. 13</p> <p>Lapsade Bookstore—Grades 1-6 Search Story Hour Thursday, 4:00pm Book Talk—6:00 pm—Grades 1-6 Friday, Feb. 13 (Sign up required) Book Workshop, 4:00pm—Gr 1-3 Friday, Feb. 27 (Sign up required)</p> <p>*****</p> <p>Pre-School Story Hour & Crafts *****</p> <p>Heritage Bookstore Story Hour! Sat., Feb. 7 at 11:00 am (Ages 3-6)</p> <p>Story Hour Themes! February: 3-6 Multi-aged Friends</p>

A second item—a flyer—publicizes exhibits in the library each month. (The format could be used for any of a variety of library programs.) Our

flyer is updated monthly and reflects all exhibits for each month, along with a description and the location of each exhibit in the library."

Clay County Public Library

Celina, TN

<http://www.dalehollowlake.org/library>

claylibrary@twlakes.net

High-Schoolers Do the Tutoring

"Something that worked well in Clay County was a tutoring program here at the library. We asked high school students who were members of the service- and leadership-oriented Beta Club to help grade-school children with their homework. Some evenings we had as many as 50 students here requesting their help. Our county population is only 7,976, and high school graduates number approximately 65 students a year, so we were quite pleased with the popularity of this program."

Elma Ross Public Library

1011 East Main Street

Brownsville, TN 38012-2652

(731) 772-9534

elmarosslibrary@bellsouth.net

Story Time at Head Start & Preschools

"We partner with Anderson Preschool and Head Start by training volunteer readers and sending them to read weekly to the preschool and Head Start classes. We show volunteers how to do a story hour. We loan them puppets, story aprons, big books, and other storybooks. This helps acquaint Head Start children and other preschoolers with the library. We also hope that it gives them a love for reading that will continue for a lifetime. To thank our readers and other library volunteers, we honor them with a luncheon each spring."

Greenback Public Library

Greenback, TN

<http://www.kornet.org/greenbk/>

cshammon@esper.com

Millennium Project, Starring “Emily Dickinson”

"Greenback Public Library received a grant for Phase II of the Millennium Project, a national grant initiative to enhance the public's appreciation of great American writing. The Millennium Project for Public Libraries was created by the National Endowment for the Humanities, the Library of America, and the American Library Association.

Phase I of the Millennium Project provided 50 Library of America volumes to Greenback Public Library. Phase II supports public programming for those Library of America volumes. Our Millennium Project public programming included one for high school students, along with a pizza party. We presented another program at a tea for the Friends of Greenback Library, and a third at the Greenback senior citizens meeting. Grant money provided funds for refreshments, and book bags and verse-covered bookmarks that the library gave out at each program.

We discussed poems of Whitman, Dickinson, and others—and “Emily Dickinson” made a special appearance. Community members and storytellers all took part. Our programs, which reached three age groups, were presented in the Greenback Community Center, which houses the library."



Jackson/Madison County Library

Jackson, TN

<http://jmcl.tn.org/>

jmcl@aeneas.net

Chair-ity Event

"Our library recently completed a really fun project. We redecorated last year and replaced our 35-year-old chairs with new ones. We were left with a plethora of old chairs, so we formed a partnership with the Jackson Art Association and had a "Chair-ity Event." Members of the art association, as well as other artists, decorated the chairs, and we displayed them at our cultural arts center. We received great media attention and wonderful support from the artists.

Some people had sentimental attachments to the '50s-style chairs. A lot of people were tickled to get "chair art" at pretty good prices, so we even made money from a silent auction. Members of the community loved it. We had a great time with this project. The only problem is that we keep getting the question: "When are you doing this again?"



Johnson City Public Library

Johnson City, TN

<http://www.jcpl.net>

phoneroom@jcpl.net



@ Your Library

"People all around the Tri-Cities have spotted @ *your library* billboards, which encouraged people to visit their northeast Tennessee libraries. The billboards originated from a donation of advertising space made by Lamar Outdoor Advertising during Johnson City Public Library's capital campaign. Thirty-six of what Lamar calls "Poster Boards" first appeared on March 23, 2001, and were to run 30 to 60 days. Their appearance was timed to coincide with National Library Week.

"The @ *your library* boards were visible from Abingdon, Virginia, to Greeneville, Tennessee, and were spotted in Bristol, Kingsport, Elizabethton, Rogersville, Erwin, Jonesborough, and Johnson City. Three were set up at high-profile interchanges in Johnson City, Bristol, and Kingsport for an indefinite period. Slogans

displayed on the @ *your library* billboards included: 'The ultimate search engine,' 'In print and online,' and 'Book some time with your kids.'"

Kingsport Public Library

Kingsport, TN

<http://www.kingsportlibrary.org/>

kptlib@wrlibrary.org

Chalk Drawing

"The Kingsport Public Library has a successful, easy program for children during our big summer Fun Fest: sidewalk chalk drawing. We provide buckets of chalk and lots of sidewalk and lemonade. It's not a contest—just for fun—and we attract about 200 children every year."



Books to Your Door

"We also have a wonderful outreach program. Our "Books to Your Door" program delivers library materials to homebound patrons. Twenty-four volunteer drivers select and deliver books and books on tape/CD to 30 individuals, the senior citizens center, and assisted living centers. They spend about 85 volunteer hours per month providing this valued service."

Madisonville Public Library

Madisonville, TN

<http://www.madisonvillelibrary.org>

mplib@bellsouth.net



Bringing the Library to Young and Old

"We have an extremely successful daycare program. Each month we bring 40 books and 12 audio-visuals to 6 area daycare centers—some Head Start, some private. While there we read to the children and encourage them to come to the library. The children love the attention and the chance to hear someone else read, and the directors and teachers love having access to new books each month. The children are proud when they come into the library or run into our children's librarian at Wal-Mart or somewhere else in the community. 'That's my librarian, Mommy,' they shout, then run up and give her a hug.

"We have a similar outreach program with seniors. Each month, we bring large-print and paperback books, audios, videos, and music CDs to a nursing home and to retirement apartments. The directors love the program and tell us how much it means for seniors to have a sense of independence. Choosing a movie or book to take to their room or apartment helps with that issue. The seniors really enjoy our visits and, although we originally intended to read to them, they prefer to just chat."

Memphis-Shelby County Public Library

Memphis, TN

901-415-2700

<http://www.memphislibrary.org>

lincref@memphis.lib.tn.us

The Memphis-Shelby County Public Library & Information Center serves hundreds of thousands of people. This critical mass means the library can and must devote significant staffing and programs to outreach and public relations. Yet, some of their ideas can be adapted to smaller communities.

LINC

"Library Information Center—LINC—is the 'central processing unit' of Memphis social services. LINC has built a database of community services and a listserv. The center matches people and needs with community agencies. It puts out information and alerts to agencies via the listserv."

COMMUNITY INFORMATION FILE SEARCH OR BROWSE

Search for:

Subject
 Organization Name
 Keyword(s)

- Enter the first words of a subject, or
- Select Organization Name and enter the first few words of the organization name, omitting words like 'a,' 'an,' or 'the' or
- Select Keyword and enter a word or words using "and," "or," & "not" operators between words, "?" can be used as a wildcard for multiple characters, "*" may be used as a wildcard for single characters or
- Click on the Subject Headings below to browse for information.

[Return to the Library Home page](#)
[Library Catalog](#)

About The Community Information File	Browse Subjects
<p>Memphis is a big place with lots of agencies. LINC maintains a Community Information File to answer basic questions. Call LINC when you need to know:</p> <ul style="list-style-type: none"> • What services are available • Who is eligible to receive them • How you apply <p>To add or update information for your agency, organization, or event use one of the forms below. If you have any questions, please call the LINC Offices at (901) 415-2700</p> <ul style="list-style-type: none"> • Community Information File Update Form 	<ul style="list-style-type: none"> Abused Children Adoption Animal Services Battered Women Clothing Clubs Community Child Groups Complaints Counseling Disabled People Disaster Employment English as a Second Language Ethnic Groups/National Origin Food Emergency Food Pantries Food Stamp Programs GED Instruction GED Testing Government Health Care Health Conditions Hearing Impairments Home Purchase Assistance Home Repair Homeless People Housing Library Activities Library Instruction Lobbying Groups Mental Health Care and Counseling Money Management Occupational Professional Associations Pregnancy Prevention for Teens Program Workers Event Assistance Senior Citizens Shelters Speakers/Workshops Substance Abuse Services Support Groups Tutorial Services Utility Assistance Women Survivors Visual Impairments Volunteer Organizations Women

If, say, someone has a boxcar of potatoes in need of homes, LINC makes the connection to a food-distribution agency. If a child from a low-income family needs leg braces, LINC knows who to contact. LINC delivers books and information, and maintains a [linked hierarchy of community organizations and services](#) on the Memphis library website. As one branch manager said, "It has certainly boosted our value in the community."

LINC is also at the center of its region's 211 network. Similar to the 911 emergency telephone number, 211 "provides callers with information about and referrals to human services for every day needs and in times of crisis," according to the national 211 website. This national movement, based on regional 211 services, might be something your library or community would be interested in: <http://www.211.org/about.html>.

JobLINC

JobLINC is a mobile job and career center that helps job-seekers locate employment opportunities and helps Shelby County employers find workers. A service of the Memphis-Shelby County Public Library & Information Center, JobLINC provides:

- listings of available jobs

- aid in locating training opportunities
- one-on-one assistance with:
 - conducting job searches
 - writing a resume
 - preparing for interviews
 - filling out applications



The JobLINC office is a 35-foot mobile unit that has been on the road since 1990, visiting at least 150 sites a year and serving more than 300 adults each month. JobLINC's staff of specialists provides job-seekers with information about preparing for, finding, and growing in a job. This information includes:

- books
- pamphlets and brochures
- videotapes
- computer programs
- Internet sources
- the Library's LINC Community Information Database.

JobLINC provides space for employers to post job openings and recruit workers. JobLINC staff members also conduct workshops for community organizations and at schools on job-readiness skills. These skills classes include help for teens who are seeking their first job.

Family Activity Night – FAN



What could be more fun than taping your own television broadcast? Or learning some karate moves? Or creating a full-color family crest? Family Activity Night at the Memphis-Shelby County Public Library & Information Center has provided all of these activities and more, one Friday night a month at the central library. Each program features interesting presentations by experts, followed by a fun craft activity that the whole family can participate in while using library resources.

Today's hectic lifestyles have put quality family time in jeopardy. Family Activity Night was created to counteract this trend. We encourage families to come together on a Friday evening so they can learn together plus have great fun! Attendance has ranged from 60-120 for FAN programs.

Thanks to the generous support of a local foundation, FAN programs are free to families in Memphis and Shelby County. FAN programs have included Family Fitness, Family History, the Traveling Family, the Building Family, and the Rocking Family. FAN has proven so popular that minimal promotion is required. Local papers and magazines have listed FAN events free of charge in their calendars, and print media have

covered our events. Since then, word of mouth has been the best advertising.

Adult Enrichment Series

In an effort to reach out to adults in the community, the Memphis-Shelby County Public Library & Information Center started the Adult Enrichment Series. The goal was to establish a monthly series of programs that adults would find intellectually stimulating and entertaining. The programs targeted a broad spectrum of adults, from business professionals to retirees.

Each program features a lively presentation—from lectures and panel discussions to demonstrations—and encourages discussion and questions. The dialogue created between presenters and their audiences encourages learning, probing, intellectual banter, and fun. The presenters enjoy these evenings as much as the audiences. Held Tuesdays 7-9 p.m., each program also features a break with light refreshments. Attendance averages 40-45 people. A \$10 fee per program covers the cost of food, beverages, and any speaker-related costs. Seed funding was provided by a donor. Two local publications provide media sponsorship to advertise the upcoming programs.

Now in its second year, the Adult Enrichment Series has featured programs on art, music, architecture, cooking and, of course, books. Coming up are programs on Memphis history featuring the archives of several organizations, a behind-the-scenes look at the local opera and ballet companies, and a panel of business leaders discussing what makes them successful.

Same Book Same Time



Following the example of cities like Chicago and Seattle, the Memphis-Shelby County Public Library & Information Center sponsors "Same Book Same Time," a community-wide reading program in which all of Memphis and Shelby County are invited to read the same book. The library purchases additional copies of the selected book and adds ambitious programming features. "Same Book Same Time" includes resources guides for readers, book discussions for adults and teens hosted by local celebrities, activities at branch libraries, related programming on the library's radio and television stations—and a visit by the chosen book's author.

The goal of "Same Book Same Time" is to strengthen community through a shared reading experience. The library hopes that residents will not only read the book, but will also use it to engage in discussions to increase and broaden their appreciation of reading. *Gifted Hands* by Dr. Ben Carson was 2002's book; *The Outsiders* by S. E. Hinton was 2003's choice.

A generous grant from a local foundation allowed the library to purchase approximately 1,500 copies of the chosen book, plus Spanish language editions, audio books and, when applicable, the movie version of the book on VHS/DVD. Other organizations enthusiastically join in the eight-week program. Local bookstores do additional programming, movie theatres showed *The Outsiders* free of charge, and television-station anchors have promoted the program, made public service announcements, and hosted book discussions.

Announcement of the chosen book is a major library event. The first year featured a marching band. Reflecting the theme of *The Outsiders*, the second year saw 20 members of the Harley Davidson Group (HOG) roar up to the front of the central library on their bikes—all wearing special “Outsiders” T-shirts. Because reading is so important to a child’s success in school, local media have produced good stories about this program.

InfoBUS

InfoBUS is a mobile library unit that addresses the 21st-century dilemma of how to maintain library functionality. More specifically, InfoBUS is designed to reach out to the growing population of non-native English speakers. This mobile unit provides traditional library service—plus materials in 19 languages. Many of these learning aids are supplements for the community’s English as a Second Language (ESL) classes. InfoBUS currently averages 40 stops per month, including city and county schools that provide ESL classes for their students.



InfoBUS provides even more. It offers community referrals; computer assistance, including bilingual computer classes; and a MotherRead program that encourages immigrants to improve their reading skills by reading to their children. Library staff keeps in touch with community needs and changes by remaining involved in local organizations and library associations. These are ways the InfoBUS program continues to adapt to the community and its needs. Our commitment is to provide superior service to our multifaceted population so that libraries truly have something for everyone.

Oak Ridge Public Library

Oak Ridge, TN

<http://orserv01.ci.oak-ridge.tn.us/lib-html/orlib.htm>

reference@cortn.org

Service to Seniors

Service to Seniors, currently entering its tenth year, provides recreational reading materials for residents at several health-care facilities and retirement homes in Oak Ridge. During the pilot program, back in 1993, we asked activities directors at each facility to give us a rough idea of the kinds of books they thought their residents would like. They suggested large-print books and set a limit of 10-25 books per month. They

also gave us an idea of the genres they thought their residents would prefer. We asked, in turn, that they make a special area, such as a specific shelf or bookcase, where the books could be kept. Then we set up a library card for each facility.

Each month a member of our circulation staff selects the materials, checks them out to the facility, and keeps track of any books that have not been returned. We knew returns might be a problem and decided at the beginning that we would just absorb any losses. Two staff members deliver the books each month, and we rotate among library staff so that each gets an “outing.”

The program is relatively trouble free, and the residents at the different facilities really enjoy it. One facility, in particular, has set up a nice library and the library committee is usually in session when we arrive. Approximately 1,200 books a year circulate through Service to Seniors. Potentially, we reach more than 6,200 people (515 patrons at the facilities over 12 months).

Sevier County Library System
Sevierville, TN
<http://www.sevierlibrary.org>
kcwm@sevierlibrary.org

Bookmark contest

The Sevier County Library System held a very successful bookmark contest for students in grades K-8. Bookmarks had to answer the question “Why is reading important?” We received around 700 submissions from students in the Sevier County School District, and displayed all the submissions throughout the library system.

We judged first-, second-, and third-place winners for each of two grade-level categories: K-4 and 5-8. We printed copies of the winning bookmarks and distributed them throughout the Sevier County library system. The students were excited by this program and really got involved. In addition, the program is a great example of collaboration between school libraries and public libraries.



W.G. Rhea Public Library
400 West Washington Street
Paris, TN 38242-3903
(731) 642-1702
Connie.McSwain@state.tn.us

Girls Night Out, Safe Space, plus...

Thanks to a Library Service and Technology Act (LSTA) grant, W.G. Rhea Public Library sends large-print books as well as books on tape and CD to all the nursing homes and assisted-living facilities in our community. We also provide tape and CD players to the facilities. A courier service comes to the library once every two weeks for new books and brings back the ones our patrons have read. We hope this service brightens their minds as well as their lives. Who doesn't like to read or hear a good story, no matter what age?

Black History Month (February) usually sees us bringing in African-American plays and taking children on a field trip to the Martin Luther King Museum. We also bring in African-American community leaders to read a book of their choosing or tell a story that has meaning in their lives.

March brings “Girls Night Out.” Each Monday night in March (Women’s Month), a local club brings in dinner for girls ages 12 to 17 years old. We eat together and in a relaxed atmosphere talk about how to fix nutritious meals quickly on a tight budget, concerns of sexually transmitted diseases with a health-care professional, self defense and date rape, how to change a tire and other aspects of car care, hair and nail care, and other ideas that spring up during the year. A local clothing store presents a fashion show where we discuss what to wear for an interview.

We like to work with the Juvenile Court and the Family Resource Center, which recommends the program to its girls and gives them credit hours for attending. No adults are allowed except for the facilitator and the librarian.

In April, we present “Artists and Authors in April.” On a particular Saturday during that month, local artists exhibit their work in the library and answer questions about their work. Local authors bring in their books and do signings.

This year we are going to have a go at “A Safe Space” program. On the day of the program, local health-care professionals will talk to children about their health, how to properly wash their hands, how and when to call 911, easy first aid, how to say “no” and mean it, who to talk to for help, and more. While children are involved in these activities, parents can learn about child abductions and what precautions to take. We are hoping for a great turnout!

None of this would be possible without community and local support...and the wonderful Friends of the Library.

White County Public Library
Sparta, TN

<http://www.wtclibrary.org>

wcpl@charter.net

Read-Out for Teens

Read-Out, a program designed for middle to high school ages, involves visiting various businesses throughout the area and learning what goes on behind the scenes. Last year, our hosts included the Sparta Expositor newspaper, the YMCA, and the White County Community Hospital. This year, by popular demand from last year’s participants, we are visiting a restaurant, a car dealership, and a radio station. The restaurant will let participants try their skills as wait-staff, with all tips going to the Library Building Fund. The car dealership will show participants what is involved in buying a car and then will give them a tour of the facility. The radio station is planning to have local radio personalities on hand to show participants what is involved in being a DJ. And Read-Out participants will record a public service announcement for the library.

Good things about this program:

1. Not at the library – no mess, no fuss!
2. It provides an excellent PR opportunity.
3. Businesses involved help the library recruit participants, which leads to good attendance.

Resources

ALA Resources

American Library Association (ALA) has a number of websites devoted to Outreach and Public Relations, as seen below. ALA's home web address is www.ala.org.

Outreach to Underserved Populations

<http://www.ala.org/ala/olos/outreachresource/libraryoutreach.htm>

The site includes many links, most related to specific underserved groups. The links include General Outreach Services, Services for Older Adults, Services to Rural and Small Library Communities, Outreach through the Media. Each link offers many possibilities and other links, both within ALA and through other organizations and institutions.

Office for Literacy & Outreach Services (OLOS)

<http://www.ala.org/ala/olos/literacyoutreach.htm>

The OLOS website was developed and launched in December 2003 "in response to the many informational inquiries OLOS has received regarding programs, policies, and practices in library outreach services." The site includes links to a database of outreach ideas submitted by libraries from around the country.

General Library Outreach Resources

<http://www.ala.org/ala/olos/outreachresource/additionallibrary.htm>

Provides links to general resources, such as Six Steps to Creating a Library Outreach Program, 10 Library Outreach Programming Ideas, and an outreach bibliography.

Issues & Advocacy Outreach

<http://www.ala.org/Template.cfm?Section=outreach>

This outreach site offers links to a directory of ALA members who have "volunteered to share their expertise" on a variety of outreach subjects; bilingual reading celebrations; model programs for school and public library cooperation; etc.

Other PR & Outreach Resources

Thomson-Gale Group's Free Resources for Libraries

http://www.galegroup.com/free_resources/marketing/find_yourself/index.htm

"Thomson-Gale is continuing its mission to spotlight the importance of libraries and librarians in our communities and schools. Our new program, Find Yourself in the Library, offers you a variety of free creative marketing and advertising resources supporting libraries, literacy and reading."

Included are templates for newsletters, posters, PowerPoint presentations, ideas for Black History Month, Women's History Month, Celebrating Hispanic Heritage, seasonal, and others.

Library Media & PR "Toolbox"

<http://www.ssdesign.com/librarypr/toolbox.html>

Includes "Anatomy of a Press Release," guidelines on library web design, links to clip art, free library web-banners, bookmark ideas, etc. This is part of a larger site that includes information on library awards and contests; links to library organizations and resources; and articles on outreach and marketing, such as "10 Tips for Marketing Virtual Reference Services."

Georgia Public Library Service: PR & Advocacy

<http://www.georgialibraries.org/lib/advocacy.html>

Georgia Public Library Service has a collection of PR templates for anyone to use. The templates span a broad variety of topics: Black History Month, Women's History Month, Books for Babies, Teen Read Week, and much more. All have resources, book lists, and/or links.

Marketing the Library

<http://star61451.tripod.com/marketingthelibrary/index.html>

This site is sponsored by ads and has not been updated for a while, but it does offer useful bibliographies and links: how to create effective library bulletin-board displays, newsletters, resources for marketing your library on and off the Web, and more.

Public Relations: General Guidelines

<http://www.st-charles.lib.il.us/contact/policy/publicrelations.htm>

Illinois's St. Charles Public Library has a one-pager that lists guidelines to public relations purposes and activities. You may have seen something like this before, but it's a good general reminder of what's needed.

The Business of Library Public Relations

<http://www.libsci.sc.edu/bob/class/clis748/Studentwebguides/fall02/locicero.htm>

Geoff LoCicero, a librarian and journalist, offers a host of PR links for librarians, including Illinois State Library's "23 successful PR campaigns," PR guidelines and goals from a number of state library associations, an ALA PRTalk discussion listserv, as well as some of the ALA and other sites mentioned in this resource list.

Public Relations & Marketing Bibliography

<http://www.silo.lib.ia.us/for-ia-libraries/tell-library-story/Town-Meeting-2002-Bibliography.htm>

The State Library of Iowa offers a solid bibliography (but no links) to books and articles focused on marketing and public relations for libraries.

Creating News Releases, Brochures, and more

<http://www.silo.lib.ia.us/for-ia-libraries/tell-library-story/Props/templates-and-instructions-news-release.htm>

The State Library of Iowa also offers some very basic and simple guidelines for creating marketing materials.

Ohio Library Council's "Librarians' Tool Kit"

http://winslo.state.oh.us/services/LPD/tk_outreach.html

A list of links to information on outreach for seniors, teens, and others; bookmobile services; funding; a bibliography. Some is Ohio-specific, but most are resources useful to any library.

John Dana Cotton Library Public Relations Award

http://www.hwwilson.com/jcdawards/nw_jcd.htm

Apply or get some ideas: "The John Cotton Dana Award, sponsored by H.W. Wilson, honors outstanding library public relations, whether a summer reading program, a year-long centennial celebration, fundraising for a new college library, an awareness campaign, or an innovative partnership in the community."

Library Public Relations Awards

<http://www.aallnet.org/committee/pr/eim/other.htm>

If you've got a great public relations program and want to let others know what you do, the American Association of Law Libraries offers a list of awards to apply for.

Tennessee Resources

Tennessee Library Association

<http://www.tnla.org>

As TLA's website says: "The purpose of the Tennessee Library Association is to 'promote the establishment, maintenance, and support of adequate library services for all people of the state; to cooperate with public and private agencies with related interests; and to support and further professional interests of the membership of the Association.'" Its links include the membership directory, newsletter, Tennessee Librarian, committees, job listings, etc.

Tennessee Public Library Directory

<http://www.ja.state.tn.us/sos/libarc/iela/publib.jsp>

This searchable directory database contains the addresses and other contact information for public libraries in the state of Tennessee.

About the Author:

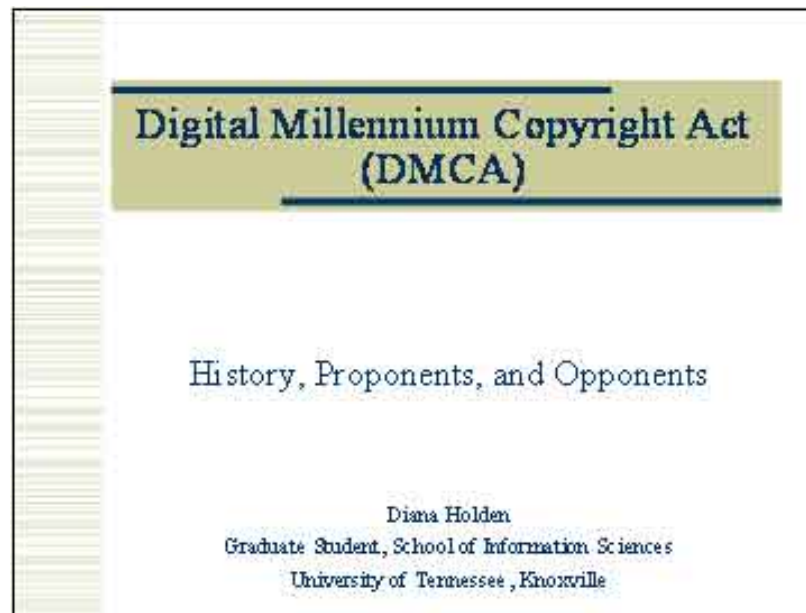
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History of the DMCA

Power Point Presentation: [History of the DMCA](#)



Copyright History

- United States Constitution, Article I, Section 8, Clause 8 gives Congress the right to secure “for limited times to authors and inventors the exclusive right to their respective writings and discoveries.”
- Original Copyright Act codified by Congress in 1790. The Act has gone through several changes and adaptations
- Prior to the passage of the DMCA the last major revision was in 1976.
- Each major adaptation (1831, 1870, 1909, and 1976, 1998) either extended the reach of copyright to new technologies or extended the time period of protection.

Beginning of DMCA

- New digital mediums (CDs, CD-ROMs DVDs, etc.) spurred the need for additional protection of this material.
- The DMCA’s roots are in the treaty spearheaded by the World Intellectual Property Organization (WIPO) : the WIPO Copyright Treaty.
- As the world treaty was being ratified, the U.S. Congress began drafting legislation which would provide the same protection under United States’ law.
DMCA
- DMCA legislation was introduced into Congress in 1997, with the enactment of the law occurring in 1998

DMCA Provisions

- DMCA, like all copyright matters, is overseen by the Library of Congress Copyright Office. Made up of five sections (or titles), the Act provides for the following (as summarized by LOC):
 - **Title I:** The implementation of the WIPO treaty (which includes new definitions added to the existing US Code 17 Sections 101-122), further defining the digital media;
 - **Title II:** A provision to protect ISPs from certain copyright infringement;
 - **Title III:** An exemption for making copies of software during repair of computers;
 - **Title IV:** Miscellaneous provisions that pertain to the Copyright Office; and
 - **Title V:** New protection for vessel hull design.

Proponents of the Act

- Some individuals and corporations who own intellectual property.
- Entertainment industry promotes DMCA as one way to protect material.
- The NAPSTER and Recording Industry Association of America (RIAA) lawsuits are examples of how the law may be used against copyright infringement.
- The DMCA prohibits the breaking of encryption on digital devices.
- Sony Corporation used the DMCA to prevent the distribution of decrypted code relating to its electronic “pet” dog – the code was

- broken by a hobbyist.
- In addition to software infringement claims, some copyright holders hope that certain hardware infringement claims are also covered under the DMCA.
- Hewlett Packard placed research group SnoSoft on notice that they were in violation of the DMCA by publishing research that revealed security flaws in the HP Tru64 Unix operating system.
- HP backed down after an outcry by programmers and researchers who stated that the use of the DMCA in this manner would stifle computer security research.

Opponents to the Act

- Opponents to the DMCA are a varied group.
- Simply typing “DMCA” into Google will yield a result list of 747,000 websites – many of which are against the law.
- Many opponents object to the broad nature of the law.
- Broad restrictions on breaking encryption devices may limit research.
- By the DMCA definition, any software tool that may break encryption is illegal to use
- For example, once an electronic book is purchased, it is only supposed to be read on one e-book device. If a user determines a way to break that encryption to either print the book out or read it on another device, they have broken the law.
- Electronic Frontier Foundation (EFF) is one of the strongest opponents.
- EFF published a white paper in 2003 entitled Unintended Consequences: Five Years Under the DMCA which summarizes the main arguments against the DMCA and provides examples of the consequences.
- According to EFF, the DMCA :
 - Chills Free Expression and Scientific Research
 - Jeopardizes Fair Use
 - Impedes Competition and Innovation
- Some examples:
 1. Dmitry Sklyarov was arrested in Las Vegas after publication of research results that may allow consumers to convert e-books to .pdf files.
 2. Blackboard, Inc. stopped the presentation of research showing security flaws in the Blackboard ID card system used on campuses nationwide.
 3. Secure Digital Music Initiative (SMDI) issued a public challenge for “skilled technologists” to break a watermark security system for music. Researchers at Princeton, Rice, and Xerox succeeded in doing so. SMDI then threatened a lawsuit if the results were presented at an academic conference.

Additional Concerns

- Fair Use
 - Fair Use concerns have also been raised under the DMCA.
 - These concerns include fears that users would not be able to make copies for personal use as well as concern that disseminating information to distance education students may violate current copyright law.

- The basic premise of fair use has not been affected by the DMCA. Users are still authorized to make copies for their own use. However, some manufacturers are now producing digital media that is encrypted to prevent any copying. It is this encryption that causes concern.
- TEACH Act
 - The TEACH Act was passed in 2002 in order to clarify some of the rules regarding distance education. Institutions are required to have policies in place which provide guidance to instructors on what may or may not be electronically disseminated. Institutions must also limit who can have access to the class website/server.
- Super DMCA legislation
 - Super-DMCA legislation refers to certain state level legislation that is based on the Motion Picture Association of America (MPAA) Model Legislation.
 - This legislation purports to fight digital piracy by updating computer crime and cable theft statutes.
 - This state level legislation does not provide the same exceptions that the DMCA provides.
 - This legislation broadens the circumvention ban.
 - Because of this broad language it may be possible to interpret the state laws as preventing encrypted e-mail and firewalls, among other things.
 - Law has been passed in Arkansas, Colorado (although later vetoed), Delaware, Florida, Illinois, Maryland, Michigan, Pennsylvania, and Virginia.
 - A Super DMCA bill is before committee in Tennessee. (More information can be found at <http://tndf.net/>)

Future of the DMCA

- Opponents have been heard by Congress.
- Representatives Rich Boucher and Zoe Lofgren have proposed legislation (Digital Media Consumer's Rights Acts of 2002) that will let consumers know if they purchase an item encrypted to prevent copying. The bill also amends the DMCA to clarify the fair use rights.
- Legislation failed to pass in 2002 and was reintroduced in the House of Representatives in 2003.

For further information....

United States Copyright Office: <http://www.copyright.gov>

Electronic Frontier Foundation: <http://www EFF.org>

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ALA COPE III for Library Support Staff: Bringing It Home to Tennessee

Below: Sue Knoche (left) and Jill Keally (right) promoting the COPE III session on the exhibit hall floor.



ALA's third Congress on Professional Education entitled "Focus on Library Support Staff" worked to create a vision for the future that acknowledges, recognizes, and supports the contributions of library support staff to an organization. The presenters Sue Knoche (ETSU Quillen College of Medicine Library) and Jill Keally (University of Tennessee at Knoxville) delegates of the COPE III conference representing Tennessee described the process, proceedings and actions accomplished during the Congress and what we in Tennessee can also do. The audience was provided with a list of recommendations that COPE III delegates identified as both "do-able" and sustainable.

The session began with the process used to select the delegates. An essay was written as to why you wish to participate; what you will bring to the Congress that will be of value to other delegates at the congress; and what you hoped to take away. The delegation consisted of approximately 50 library support staff; 50 directors/librarians; 50 librarian/human resources personnel. A COPE list serve was established in preparation of meeting others for important information; however it turned into lively sometimes heated discussions before arriving.

The chair of the ALA COPE III Steering Committee described the concept, what was envisioned including the goals and expectations, the established criteria and arrangements of how the conference would be conducted. There was a video message from Mitch Freedman, President of ALA, who was unable to attend but sent a positive welcome message.

A keynote speaker, Kathleen Weibel, Director of Staff Development of the Chicago Public Library presented "Apples & Oranges Fruit for Thought." She used the analogy of comparison using the apple & orange as examples. Comparing apples (library staff) to oranges (MLS) although significantly different they have a common thread. Both are: fruit, grow on trees, similar in shape, but different qualities, one not better than the other just different. An example was used as if making a fruit salad both are needed to work in concert together to form the final product. Libraries can operate on a similar principle of the MLS level librarians and support staff working together. Both bring individual qualities equally important, which enable us to be the best in providing service and information to all.

Maureen Sullivan, Organizational Development Consultant, was the facilitator for the session that explained the process, techniques and philosophy of the Congress. She also explained the concept of "appreciative inquiry," which may be stated in a simplified form as: a thinking process to accelerate positive change that emphasizes imagining the possibilities rather than focusing on the problems.

The delegates were split into 18 assigned groups, and each table with a flip chart where ideas were discussed and recorded. The questions were divided into categories and discussed within timed parameters. They consisted of:

Discussion I: **Discovery**, the best of what was.

Discussion II: **Dream** – A vision of what might be the headline and bullet points for a feature story in *American Libraries*, May 2008. -- [Overheads](#) showing creative ideas.

Discussion III: **Design** – Provocative propositions.

Discussion IV: **Destiny** – Action plans for implementation of short or long term goals.

At the end of the congress, we re-convened, and the flip charts were collected and tabulated, with the results sent to all attendees.

The presenters engaged the audience in a discussion of what we might do in Tennessee to address the concerns of library support staff. Suggestions included:

- Join the American Library Association and become involved with library support staff issues through LSSIRT.
- Encourage current ALA members to vote for the reduced base membership fee for support staff.
- Support ALA-APA.
- Subscribe to *Library Mosaics*.
- Promote National Library Week at your institution or library and celebrate the first-ever National Library Workers Day.
- Complete the TLA-PPRT survey.
- Collaborate with the TLA membership committee to consider an alternative dues structure for library support staff.
- Conduct a salary survey of library workers in Tennessee.
- Review purpose of TLA Paraprofessional Round Table so that more library support staff will join and become involved in the association.

- Encourage use of inclusive language within individual libraries and associations in Tennessee. Specifically, encourage TLA to reconsider the name of its official publication, *Tennessee Librarian*^{*}.

Following the process used at COPE III, the presenters asked TLA audience members to identify the issues of concern to library support staff in Tennessee. Participants listed the following items:

- Compensation
- Certification
- Respect
- Lack of Career Path
- Terminology (What we call library support staff)
- Organizational barriers that preclude support staff from inclusion in the decision making process and therefore recognition or reward
- Lack of support staff membership and involvement in TLA

At the beginning of COPE III the keynote speaker, Kathleen Weibel, challenged the delegates to formulate compelling recommendations which she labeled “Horses to Ride.” In keeping with this theme, TLA presenters asked each member of the audience to select and rank the three most critical issues facing library support staff in Tennessee. Utilizing label dots, participants approached the flip chart and voted by placing a blue dot for highest priority; a red for second; and yellow as third place.

The results were tabulated and shared with participants. Compensation was overwhelmingly the area of most concern followed by Respect. Career Path and TLA membership and involvement tied for a distant third.

POST-TLA

COPE III has already had an impact in Tennessee! After the presentation, JoAnne Deeken, co-chair of the Membership Committee made a proposal to the TLA Board to change the name of the association’s publication. The board supported the recommendation and referred it to the Publications Advisory Board for implementation.

Results of the survey (deadline is May 15,2004) conducted by TLA-PPRT will be linked via the round table’s web page and will be posted this summer.

OVERHEADS



DREAM – A VISION OF NEWS

HEADLINES FOR AMERICAN LIBRARIES IN 2008

ALA/APA TO UNVEIL ALTERNATIVE CAREER PATHS

PENDULUM SWINGS: APPLES NEW MAJORITY OF ALA MEMBERSHIP

NATIONAL CERTIFICATION BECOMES REALTY: STANDARDIZED CERTIFICATION IS HERE ACCORDING TO THE FIRST PARA-PROFESSIONAL ELECTED PRESIDENT OF ALA

NATIONAL CERTIFICATION FOR LIBRARY STAFF LEADS TO BEST PRACTICES MODEL FOR HOLISTIC WORK ENVIRONMENT

IDENTITY CRISIS RESOLVED!

COPE 3 DREAMS ACHIEVED

NEW PRESIDENT OF ALA IS CIRCULATION SUPERVISOR OF ABC LIBRARY

FIRST SUPPORT STAFFER PRESIDENT-ELECT OF ALA

IT'S A CAREER, NOT A JOB

1ST SUPPORT STAFF PERSON ELECTED ALA PRESIDENT

HARNESS THE JUICE! LIBRARY CAREERS ARE THE #1 CHOICE OF HIGH SCHOOL GRADUATES

APPLE'S BOOST ALA'S LOBBYING POWER BY 66%

ELVIS' SECRET DREAM: ELVIS REALLY WANTED TO WORK AT THE TUPELO PUBLIC LIBRARY CIRCULATION DESK!

LIBRARY SUPPORT STAFF FINDS UTOPIA

"WE CAN'T PRINT THEM FAST ENOUGH!"--LIBRARY SUPPORT STAFF APPLICATIONS SKY ROCKET AS LIBRARIES SEE THE LIGHT!

ALA/COA APPROVES LIFE-CYCLE EDUCATION PROGRAM

BILL AND MELINDA GATES FOUNDATION AWARDS \$100 MILLION TO ALA FOR LIBRARY SUPPORT STAFF INITIATIVES

FIRST LIBRARY SUPPORT STAFFER ELECTED ALA PRESIDENT: BROOKE PAIGE RECEIVES RECORD NUMBER OF VOTES.

** Editor's note: As a result of this suggestion, the TLA Publications Advisory Board has decided to make this change with the next issue of TL.*

About the Presenters:

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Ideas that Work: Putting the "New" in Your Newsletter

Introduction

This article comprises the advice and insights shared by library newsletter experts from across the state at the 2004 Annual Conference of the Tennessee Library Association. These gurus draw from their experience with producing newsletters for large and small university libraries, large and small public libraries, and school libraries. Perspectives reflected here range from why a library needs a newsletter to what might be included in one, design considerations, and the nuts and bolts of planning and constructing a "standout" publication. Addenda include "[Questions to Consider Before, During and After Starting a Newsletter](#)," instructions for "[Archiving PageMaker Newsletters into Adobe PDF](#)," and a "[Bibliography of Newsletter Resources](#)." The [Webliography](#) column for this issue of *Tennessee Librarian* also comes from this conference session.

Why does a Library Need a Newsletter?

As Betty Anne Wilson puts it, newsletters "may be used **to inform, to educate, to promote, and to market the library's resources and services to a variety of audiences.**" Speakers mentioned several examples: In each newsletter that she produces for the Lambuth University Library, Director Pam Dennis **highlights the professional activities and accomplishments of each library employee.** Not only is this a source of pride for library staff, it **acquaints students, faculty and administration with the library staff and the services they provide, and encourages them to visit the library.** She continues, "It is not often that faculty (or other members of our campus community) have time to wander through the back rooms of the library to actually meet the people who are behind ordering and cataloging all those library materials. When the names, responsibilities, and even subject specialties or hobbies of the library staff are highlighted, readers learn that the people in the library really know about disciplines and up-to-date resources."

Dennis reports receiving regular—and very positive—feedback that suggests that the payoffs for her efforts are rich. One library employee wrote, "You are doing a wonderful job promoting the library and putting a professional face on what we do here. Thanks!" From a faculty member, "I have been here 27 years and I can't remember any library staff of the past doing as much as you folks do. . . ." After receiving the newsletter, one administrator recognized its importance in acquainting the Board of Trustees with campus activities and now includes it in the annual reports.

What might an Effective Library Newsletter Include?

The newsletter that Library Media Specialist Ed Sullivan produces keeps students--and parents--at Hardin Valley Elementary School **informed and entertained.** Features may include:

invitations to "Stump the Librarian"

- news about upcoming events such as speakers, authors, and book sales
- advertising for Book Fairs (and invitations to volunteer to participate)
- information on Hardin Valley's Adopt-A-Book program, where books may be dedicated to individuals on a variety of special occasions

The Memphis-shelby County Public Library and Information Center puts out several newsletters, each with its own scope and audience:

Staffwise (for staff), that might include:

- feature on some new thing in the library
- a spotlight on one or more employees
- information about upcoming events
- research tips
- letters from customers
- Human Resources information
- employment anniversaries
- "Good Ideas"
- Customer service information

InfoDATES (for adults/parents) is a **calendar of all upcoming events** (many with descriptions) such as:

- storytimes
- kiddie concerts
- children's, teens' and adults' programs
- highlights for upcoming radio and television programs they produce
- other special activities

Update (for community leaders, donors and prospects, volunteers and anyone who requests it) is a "**high energy publication** that invites folks to come explore the library." It publicizes:

- key events and issues
- notable programs and activities
- exhibit news
- "From the Director" perspective
- features on specific collections/library activities/what's new in the library
- donor recognition

- an abridged calendar of events

The Sevier County Public library's online-only newsletter (<http://www.sevierlibrary.org>) informs the community of Sevier County of **upcoming library events and programs**. The newsletter currently features links to:

- information about the three branches of the Sevier County Public Library System
- explanations of library services and resources
- "What's New with What's Old" (cool genealogical stuff!)
- updates on the continuing library expansion activities
- a monthly spotlight on a book/author/event
- promotions of the library's programs for children and adults

Eventually, the SCPL newsletter will also include:

- information targeting the county's growing Hispanic and senior population
- live links to schools and a variety of community, government, and health sites

A typical newsletter from Lambuth University (<http://www.lambuth.edu/academics/library/Newsletter.html>) might include:

- news about staff members: professional development activities, presentations, promotions and accolades of any kind
- services that the library provides: computer labs, interlibrary loan, etc.
- dates and times of upcoming library events: book reviews, new services, training sessions
- demonstrations of new resources or resources about a certain topic that might be of interest
 - For example, in February, we used the *Oxford English Dictionary* to define and date the use of Valentine's Day, and then listed books in all subject areas dealing with love--love in art, love in literature, love in children's literature, etc.--including call numbers for easy accessibility
- hours of operation (especially if hours will be changing for holidays or summers)
- links with other organizations in mutual advertising. We advertise both on-campus and off-campus events, and, likewise, the alumni office, the public library, and local bookstores advertise our events. Everyone benefits!

At the University of Tennessee, Knoxville, the libraries' newsletter publicizes:

- library hours
- new databases
- new services
- events to which library users are invited

The proposed newsletter for researchers (undergraduates and graduates primarily; faculty and other library users secondarily) at The University of Memphis is envisioned to provide:

- instruction-related topics
- tips for successful research
- the scope/features/cost of a different (preferably new) database
- policy updates
- short articles promoting other resources and services; events and activities of particular interest to students and faculty
- short bibliography of newly-acquired reference materials in a given subject area

General Newsletter Design Considerations

According to Robin Cogdill, the realization that “the Internet is a participatory medium that allows people to choose and discard information quickly” shaped the design for the Sevier County Public Library’s online newsletter. “We decided that **the most important way to encourage usage of our newsletter was to design pages that are uncluttered and easy to view, and keep the text simple and short.** Most people who use the Internet are interested in finding information easily and quickly without having to read a mass of words to locate pertinent information.” Like a great one-minute book talk, each of seven live links is followed by a sentence or two that piques the reader’s interest; clicking on the link takes him or her to a longer article or more detailed information.

Pam Dennis also advocates **keeping the newsletter’s language simple.** She points out that one way that newsletters can teach is by **highlighting and defining the terms that those of us “in the business” use all the time.** Speaking of library jargon, she writes, “The library should be the center for information—not the creator of another foreign language. In one issue, we discussed the differences between periodicals, journals, and magazines. In another, we explained the interlibrary loan process. Using terms like OPAC and stacks and weblog without explanation does nothing to further the use of the library by the willing patron.”

Dennis goes on to suggest using a newsletter—particularly the inaugural issue—to **show your audience who you are.** Simple digital images—of your building, your staff—whatever you wish to “introduce,” may be scanned into the newsletter. **A color image and a catchy heading will draw a reader’s attention to this place that s/he may not have visited.** (For additional “visuals,” there are great resources such as www.kidsdomain.com that provide free clipart.) Use **live links to anything you discuss** so that readers have access to further information. Include a **live link to your library webpages** so readers don’t have to memorize another URL.

Another way that Dennis uses her newsletter to teach is by **illustrating simple directions.** For instance, “We promoted books in two ways. First, we listed [in the newsletter] all the new books cataloged each month. Then, we added the New Books button to Endeavor’s online catalog and showed patrons how to access it by including **step-by-step screen shots** in the newsletter. (If you’ve never used screen shots, you simply press Alt and Print Screen, then paste into a Word or PowerPoint screen.) It’s so simple, but provides a huge service to the patron. The same type of process can be used when **explaining new equipment and services.** When we received our new microform reader-printer, we included a scanned image of the machine in the newsletter so the patron would recognize the machine upon entering the library. In this way, the library staff quelled any fears by the new user. Remember: they won’t come if they don’t know you have it!

Nuts and Bolts: Planning and Constructing a "Standout" Publication

Betty Anne Wilson, Pam Dennis and Thura Mack make some excellent suggestions for creating and sustaining an outstanding newsletter.

First and foremost, Wilson reiterates, a library must have a **clear understanding of the purpose of a proposed newsletter**. In addition, a library must **know its audience**—exactly who it is trying to reach and where they are. The successful library newsletter is **time-sensitive** and presents **key relevant facts**. The editor and writers should keep in mind the **desired impact** on the audience of a story or feature: **why is it important to include? How will it get support** for the library? Other of Wilson's considerations appear in "Questions to Consider Before, During and After Starting a Newsletter," which follows this article.

Pam Dennis encourages some kind of **feedback mechanism**: "If you receive favorable comments, then try some other items. If it is not successful, what have you lost?"

Thura Mack provides additional practical considerations "for those who are still not convinced that creating a newsletter is an achievable goal," and offers the following solutions as possible ways to work around potential barriers in establishing a successful newsletter:

- **The right skills**—Lack of skills is often a barrier to either creating a newsletter or creating a better newsletter. Many times, identifying others to help is necessary, especially in managing layout, editing and distribution. Even deciding the type of distribution—online, direct mail or a combination of both—is a major factor in the usefulness of the newsletter; doing a demographic profile of your audience will allow you to make the best decisions regarding an effective distribution approach.
- **Collaboration**--If you are working on a newsletter alone, consider looking into collaboration or forming strategic alliances. As your involvement in the newsletter process evolves, ask yourself these questions: What do you think are the most important resources needed for a newsletter? Are skills, staff, funding, or software the must-haves? How would having those resources affect your ability to create a more cutting-edge newsletter? Just remember, these considerations will vary from library to library, and you know exactly the situation in your library.
- **Software choice intimidation**—Technology is constantly changing, and there is a plethora of available software for newsletter production. Software choice is important in keeping any newsletter fresh and competitive. Having your newsletter stand out among other reading materials will ensure continued support of your organization. As budgets get tighter and tighter, choices must be made about what to cut and what to keep. If your newsletter is consistently crisp and exciting, the decision will not be made to cut your publication. Those who are just beginning a newsletter may not have had the opportunity to explore relevant software. Currently, some leading software programs to consider for layout and design include *Adobe PageMaker*, *PhotoShop*, *InDesign* and *Quark*. Art Explosion, a clip art and image program, is another must-have for any publication. Note: make sure you utilize any software classes offered by your institution.
- **Being "in the know"**—If you are in the know, you can create a network that may help identify talents, especially in technology or other areas of expertise you may need, and develop strong relationships with committees, organizations and departments. Try to keep informed of all newsworthy events taking place in your library, in order to make your newsletter timely, interesting and informative. Take time to attend occasional and one-time events, such as conferences. Remember that communication is a two-way process, so

make sure you are getting feedback; use feedback forms, such as surveys, and indirect feedback, such as audience response, to the articles in your newsletter.

- **Keep it Simple**—More is not always better. By following these few simple practices, you will consistently make your newsletters excellent and reliable. Your newsletter needs to be the best medium for the information you place in it. With simplicity in mind, try not to “fluff up” your newsletter, which could damage its integrity, credibility and reputation.

Creative efforts can also affect the readership of your publication. Although the wide variety of fonts can be tempting and add flair, keep multiple fonts to a minimum; two or three per production is normally the best practice. Also, any graphic you place in your publication should be meaningful; try to connect all graphics to articles.

- **Marketing your newsletter**—If you market your newsletter well, your audience will take the time to read it. Presentation and packaging represent the personality of both you and your newsletter. You are marketing your product and your information, and the newsletter is just the vehicle.

A few key points to remember in order to package your newsletter well are uniqueness, recognition and balance. Uniqueness counts—create your own logo, style and template. Branding, or keeping logos consistent throughout publications for your organization, is also essential because it creates an image that your readership can readily identify. Recognize and involve your audience: include a feature spread on a staff member or department and recognize staff awards and participation in events. Finally, remember to balance content and entertainment. If you are going to invest time in a newsletter, it must have substance. Keeping people informed and aware is critical to the growth and excellence of the organization.

Keeping up with the times—Being flexible is essential to keeping up with the times. Your newsletter should reflect the current trends of desktop publishing. For example, current desktop publishing includes metadata links, htmls and various other digital images. Also, consider creating a digital archive: a gallery or repository of photographs to use in future newsletters. In addition, archive your newsletters on the Internet so people can refer back to them for dates, special events or other information they may have missed.

Basic steps to creating or archiving newsletters online—The instructions for Archiving PageMaker Newsletter into Adobe PDF that follow this article assume that you are attempting to make a 4-page PDF newsletter in Adobe PageMaker Version 7.0 that will display onscreen and print correctly. Basically, you would take the PDF you created in PageMaker, open it up in Acrobat Reader and change the layout of the pages a bit so that they print correctly. You will first crop two of the pages and save a copy of the document. Next, reopen the original, crop out the other two pages and then re-add them. The pages will then be sorted so that they go back into the correct order.

Conclusion

"**Toot your horn,**" advises Pam Dennis, "**because no one else is going to do it for you.**" If your gate count is up, report it. If you are fielding thousands of reference questions or adding hundreds of books to the collection each month, report it. And, while you are telling them, add some color and put in some graphics." She adds, "Writing a library newsletter is a high visibility, low risk venture. Sending the newsletter electronically to all faculty and staff costs nothing. Linking it to other campus publications or to a website costs nothing. But if it is successful, you have gained visibility and possibly revenue and support for years to come. Remember that faculty and staff have all had hard days. Your newsletter might just bring a little cheer into their lives. Go for it—what do you have to lose?"

Questions to Consider Before, During and After Starting a Newsletter

Betty Ann Wilson

What is your purpose? Why do you write newsletters?

- To inform
- To educate
- To promote
- To market: identity or image

Who is your audience? (Audience determines all of the answers to other questions)

- Age
- Demographic information
- Number of audiences
- Audience wants/needs

What are you communicating about your library?

- **Branding**
 - Name
 - Logo(s)
 - Message
 - Reader contacts
 - Executive committees of boards
- **Writing styles and layout**
 - Do your homework
 - Tell your story
 - Benefits vs. features
 - Formal or casual
 - Consistency in voice
 - Past or future angles
 - Look vs. content
 - Visual aspects
 - What is the audience supposed to do?
- **Topics covered**
 - Standard articles/columns
 - Hot topics: what's new, customer stories, successes, special events (events, anniversaries, library dates), awards, collections/

- programs/services, "How do I" (especially in technology)
- Idea files/story suggestions
- Experiment
- Dynamic and energetic
- Attract readership
- **Length**
 - Make your point
 - Be consistent with messages
 - Pulse audience
 - Pulse community
- **Who is responsible**
 - Timeline
 - Communication
 - Story decisions
 - Writing
 - Layout decisions
 - Printing decisions
 - Mailing decisions
- **Distribution and reading your audience** (Don't be afraid to change)
 - Who is your audience?
 - Delivery matches target audience
 - Audience feedback

Archiving PageMaker Newsletters into Adobe PDF

1. Have your newsletter file converted into a PDF file. In PageMaker: File>Export>Adobe PDF>Export >Save
2. Open the file in Adobe Acrobat. You should have two two-page spreads.
3. Document>Crop Pages
4. Where it says LEFT, type 8.5.
5. Under PAGE RANGE, select "ALL."
6. Click "OKAY."
7. You should now have two single pages.
8. Select File>Document Security>No Security (from the drop-down menu)>Close
9. Save as a "MonthYearCopy." (Example: June2004Copy)
10. Close all documents.
11. Reopen original file.
12. Select the first spread.
13. Document>Crop Pages
14. Where it says RIGHT, type 8.5.
15. Under PAGE RANGE, select "ALL."

16. Click "OKAY," then "YES.
17. Document>Insert Pages
18. Select whatever you saved the copy as. Click "OKAY," and then "OKAY" again. You should have four one-page pictures.
19. Save this document under the original filename.
20. Select "THUMBNAIL VIEW" (look on the vertical toolbar on far left). Drag the pages until they are in correct reading order.
21. Save again.
22. Delete "MonthYearCopy."

**** If you are ever unsure of yourself, do not save your work over the original file.****

In Summary—As in any activity, these steps can be modified and updated as the organization and software progress. Also, this information can be extrapolated or moved around, based on the needs of your libraries.

For Webliography/Bibliography on this topic, see [Webliography](#) column.

Advice . . .

- At Brentwood, we stayed away from doing our newsletter in Adobe. We wanted people to be able to navigate it without opening Acrobat, etc., and felt this was a more familiar format.
- Use plenty of pictures - every library should have a digital camera
- Graphics and images are easy to "steal" from other web sites. For instance, if you're doing an article about a database, copy the logo from the publisher's web site.
- Keep it light - people don't like long articles. (I'm afraid we don't always follow this rule at Brentwood!)
-- Chuck Sherrill

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Update on Phase II of the Tennessee Electronic Library (TEL)

Since its inception, TEL II has made remarkable progress. In January, the Steering Committee and the Task Forces met to get activities on track and progressing. The efforts of these Task Forces have exceeded expectations!

Meetings with State Officials

On January 27, Cathy and Aubrey met with Dr. Gleaves, Riley Darnell, Jane Pinkston, Wayne Moore and Jack Stacy to discuss TEL II in general, and specifically the expansion of electronic database holdings in TEL. They were given the [TEL II Executive Summary](#), the

[endorsement letter](#), and a copy of the [charges to the various task forces](#). Secretary Darnesll was supportive of all of our TEL II efforts, and encouraged us to move ahead with our initiatives. He indicated that additional LSTA funds might be available for additional databases and asked for a list of desired titles should funding become available. Secretary Darnell also expressed a desire for us to investigate some type of collaborative approach in future funding for TEL.

On June 15th Cathy and Aubrey will be meeting in Nashville with Dr. Gleaves, Secretary Darnell, and John Scott (Assistant Commissioner of Education.) This is a major event in that it is the first time Dr. Gleaves and Secretary Darnell will meet with the Department of Education since the appointment of the new commissioner. Our major goal is to get the two departments communicating about TEL. We are going to recommend that the state add an electronic encyclopedia and perhaps a collection of Tennessee newspapers to TEL, with the costs shared by the State Library and the Department of Education. We also hope to gain more formal support from the DOE for TEL marketing and training.

One-Step Access/Rapid Delivery Task Force

The One-Step Access/Rapid Delivery Task Force is chaired by David Atkins. This taskforce is a merger of the Ones Step Access and Rapid Delivery Taskforces. Members of the group represent school, public, and academic (public and private) libraries. To date the taskforce focused on issues related to One Step Access. We concur that once we have One Step systems testing in place, we will then tackle Rapid Delivery.

The One Step Access catalog looks promising. Dr. Ed Gleaves and Jack Stacy (taskforce member) offer the state's AutoGraphics (AG) catalog and interlibrary loan modules as the backbone of the system. UT Knoxville collections are now searchable in the state's AG system. AG, using a Z39.3 connection, searches the TSLA catalog and UT's catalog simultaneously. Now that we can see one another, the next step is for our ILL systems to "talk" to one another. Therefore, UT and AG will next be exchanging ILL requests between AutoGraphics-based and OCLC-based ILL systems. In May, UT will host a taskforce meeting open to librarians from across the state to discuss this One Step Model and demonstrate the rudimentary elements. In addition, East Tennessee State University's libraries have volunteered to join TSLA, UT, and Knox County Public in testing and scaling this model. We hope that testing can begin by July.

You can see the AG one step catalog at <http://tenn-agent.auto-graphics.com/agent/login.asp?cid=tenn&lid=TNS&mode=g>

Expanded Electronic Resources Task Force

The Expanded Electronic Resources Task Force, chaired by Linda Phillips, has met several times and developed an outstanding action plan. After reviewing the considerable needs from across the State, the task force has prioritized those most desirable additions to the TEL portfolio. The highest priority desired was a newspaper database with electronic encyclopedias also a top need. The task force solicited bids from database vendors for statewide access to a variety of databases. Bids were received from Newsbank, Wilson, Gale (Biography, Virtual Reference Library, Discovering Collection), Oxford, Britannica, Grolier, World Book, and Project Muse. Additionally, the task force studied funding models of other statewide networks including: Alabama, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Ohio, Pennsylvania, South Carolina and Virginia. They also looked at the funding model for the Appalachian College Association. The task force developed several funding models that could be adapted for TEL II including state funding, state funding with LSTA,

membership fees, cost sharing among subscribers, cost sharing among state agencies and private organizations, and a database funding pool created by participating libraries. Other recommendations from the task force include:

1. Add an online encyclopedia and a collection of state newspapers funded by the State Library and the Department of Education (DOE).
2. State library add more content to TEL.
3. TENN-SHARE and the state library collaborate to negotiate pricing from vendors. Two quotes should be solicited: one for all of TEL and one for individual subscribers.
4. Tennessee Higher Education Commission, DOE, State Library, Secretary of State and TENN-SHARE could create a funding pool.
5. Centralized leadership for selecting resources, price negotiating, billing and communicating.
6. State library appoint a standing TEL advisory committee.
7. TENN-SHARE continue to play a leadership role in TEL training.
8. Explore possibilities of using SOLINET for negotiating and billing services.

Preserve & Share Task Force

The Preserve and Share Task Force, chaired by Ken Middleton and Aaron Purcell, has developed an impressive survey instrument which will go to 597 libraries, archives, and museums across the state, seeking insight to existing and potential digital collections on Tennessee history and culture. The survey is in print and online format. As a follow-up the task force would like to conduct in-person meetings with selected survey respondents. The task force has established the [Volunteer Voices](#) website which includes 48 different digitized collections such as the Quilt Index at TSLA, Dutch Roth Photos of the Great Smoky Mountains at UT, Brentwood History at Brentwood Public, and Hymn Books to Hit Songs at MTSU. Ken Middleton has met with Tim Henderson and Robert Cheatham who work with the [Digital Humanities Tennessee](#) project. This is a pilot digitization project for museums in southeast Tennessee. A partnership between Volunteer Voices and Humanities Tennessee could be beneficial to both groups. They have a great deal of experience in working with historical societies and museums while we have experience in working with libraries and archives. They have already conducted a survey and have an extensive database of contact information. In addition, they already have in place a very creative Global Information System digital map of Tennessee with links to digitized collections. Future meetings between the two groups are in the plans. UT will host a SOLINET workshop April 6-7 on the Digital Imaging of Library Materials. Jack Stacy arranged for all participants registration fees to be paid for from the Gates Foundation Training Grant. The task force plans to submit a grant proposal to IMLS in the next grant cycle.

Training Task Force

The Training Task Force continues to develop interactive computer based training to enable users to effectively and efficiently utilize TEL resources. Further, the task force is developing training resources to inspire and encourage local sites to digitize materials which may eventually be a part of Volunteer Voices.

Advisory Committee and Steering Committees

- Expanded the Steering Committee to include Nancy Dickinson, Suresh Ponnappa, and Chuck Sherrill

- Expanded the Advisory Committee to include Larry frank, Kay Due, Diane Chen, and David Clapp. The Advisory now includes leadership from the four metro publics, UT, TBR, Vanderbilt, TSLA, TASL, and TLA.
- Scheduled future meetings of the Advisory/Steering Committees with Task Force chairs at TENN-SHARE Annual Meeting, Library Legislative Day, and the TLA Annual Meeting.
- Appointed Steering Committee liaisons for each Taskforce.

Conclusion

TEL II is moving ahead with the initiatives posed by the TENN-SHARE Board and membership. The task remains a major one. Presently 20 people are serving in a leadership capacity on TEL II. About 50-60 others serve on various task forces. The goals have not changed nor has enthusiasm wavered. Our host institutions continue to be generous in support for travel, supply use, technical support, and political support. We have spent very little TENN-SHARE funds on the efforts. We appreciate the continued enthusiastic support of TENN-SHARE in the TEL II effort.

For more information on TEL II, see: <http://www.tenn-share.org/telphaseii.html>

About the Presenters

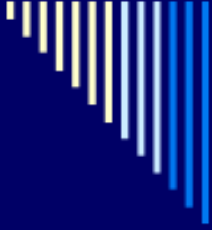
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Guidelines for Distance Library Services: Practical Applications

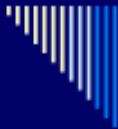
Slide 1



Guidelines for Distance Library Services: Practical Applications

Marie F. Jones
Extended Campus Services Librarian
East Tennessee State University

Slide 2



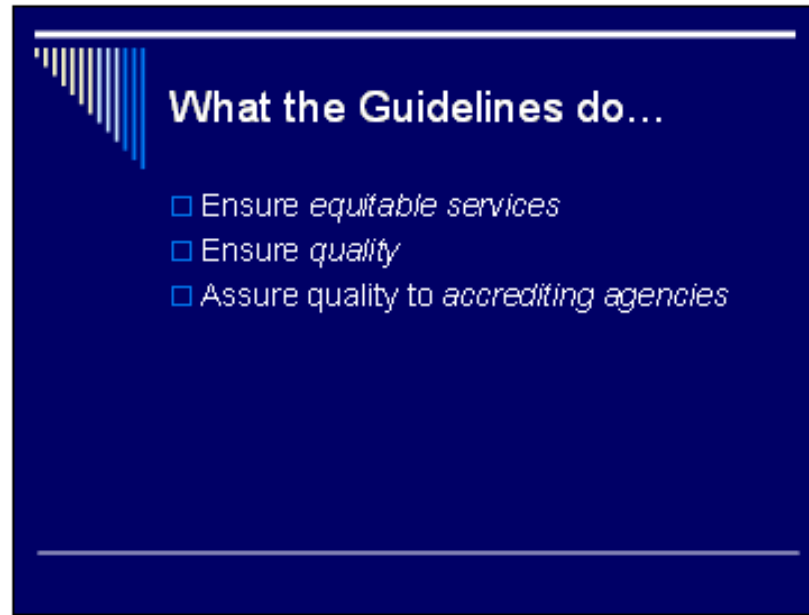
ACRL-DLS Documents

- *Introducing the ACRL Guidelines for Distance Learning Library Services*
- *Guidelines for Distance Learning Library Services*
- *Getting Started: A Guide for New Distance Learning Librarians*

<http://caspien.switchinc.org/~distlearn/guidelines/>

These three documents, along with my own research and experience of distance learning librarianship will provide the bases for this talk today.

Slide 3

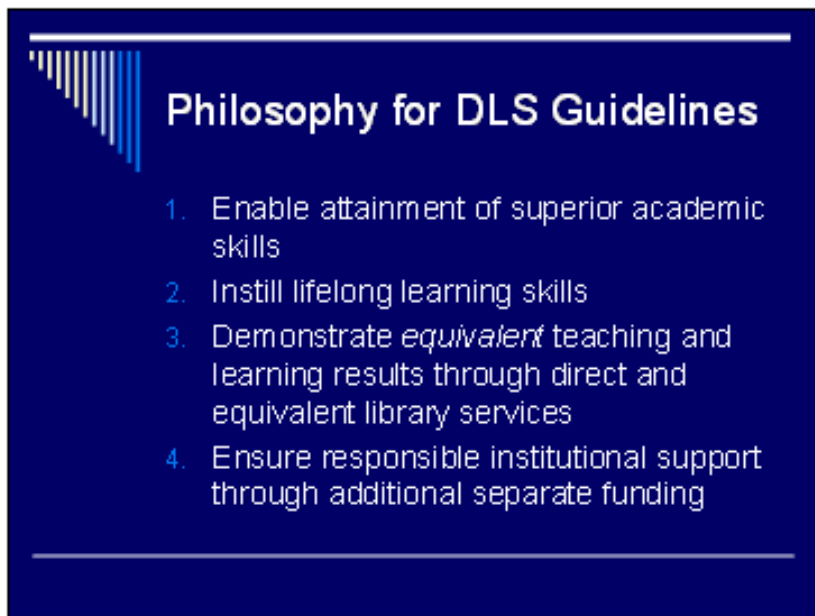


Ensure the provision of *equitable services* to both new and existing distance learning programs;

Ensure that services of high academic *quality* are provided to both new and existing distance learning programs;

Assure accrediting agencies that standards of high academic quality are being maintained in library services to distance learning programs.

Slide 4



Philosophy for DLS Guidelines

1. Enable attainment of superior academic skills
2. Instill lifelong learning skills
3. Demonstrate *equivalent* teaching and learning results through direct and equivalent library services
4. Ensure responsible institutional support through additional separate funding

These ten items (on this slide and following slides) are the core ideas of the philosophy behind the *Guidelines* for distance learning librarianship.

Numbers 1 & 2 point out the underlying idea that library services are essential for the attainment of superior academic and lifelong learning skills, and that off-campus students need these skills as much as on-campus students.

Number 3 introduces the idea of “equivalency” which is often in DL literature, accreditation, and standards. The idea here is that learning outcomes should be the same for both on and off-campus students, and that students should have equivalent opportunities available to them, regardless of location. More detail on how we provide “equivalency” in library services will be discussed later in this presentation.

Number 4: Although we know that most institutions do not provide separate funding for off-campus library services, at least here in Tennessee, the *Guidelines* nonetheless advocate for additional and separate funding for these services. We all know the pain of trying to make an already too-small library budget cover new services that aren't being accounted for. Say the *Guidelines*, “Traditional on-campus library services themselves cannot be stretched to meet the library needs of distance learning students and faculty who face distinct and different challenges involving library access and information delivery. Special funding arrangements, proactive planning, and promotion are necessary to deliver equivalent library services and to achieve equivalent results in teaching and learning, and generally to maintain quality in distance learning programs. Because students and faculty in distance learning programs frequently do not have direct access to a full range of library services and materials, equitable distance learning library services are more personalized than might be expected on campus.”

A blue rectangular slide with a white border. In the top-left corner, there is a decorative graphic of vertical white lines of varying heights, resembling a staircase or a bar chart. The title "Philosophy (cont'd)" is written in white, bold, sans-serif font. Below the title, there are two numbered list items, also in white, sans-serif font. The first item is "5. Provide service, management, and technical linkages between library and other complementary resource units (e.g., computing, instructional media, communications)". The second item is "6. Meet or exceed national, regional, and professional accreditation standards and guidelines".

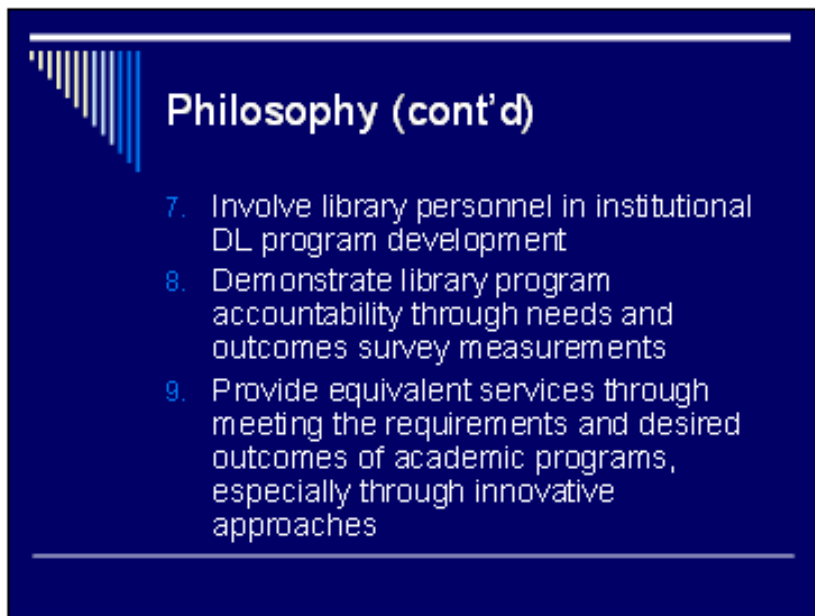
Philosophy (cont'd)

5. Provide service, management, and technical linkages between library and other complementary resource units (e.g., computing, instructional media, communications)
6. Meet or exceed national, regional, and professional accreditation standards and guidelines

Number 5: Unfortunately, library services for DE are sometimes divorced from other DE functions on campus, and communication between these departments is difficult. The Introduction to the *Guidelines*, which is aimed at administrators, identifies the need for administrative channels be set up for communication and cooperation between these units; librarians, too should be aware that these linkages will make service for all involved more seamless and efficient.

Number 6: It's important to point out to administrators that their support of library services to off-campus students will help the campus to meet professional accreditation standards and guidelines—that's a selling point that they can't deny. Many DE librarians have found accreditation standards and the DLS guidelines to be effective promotional tools for support of DE services.

Slide 6



Philosophy (cont'd)

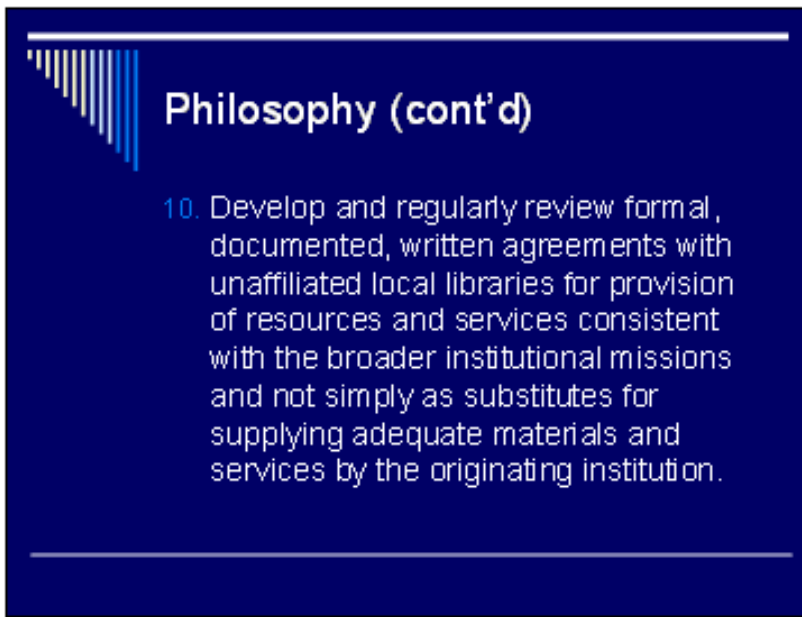
7. Involve library personnel in institutional DL program development
8. Demonstrate library program accountability through needs and outcomes survey measurements
9. Provide equivalent services through meeting the requirements and desired outcomes of academic programs, especially through innovative approaches

Number 7: In my personal experience as a DE librarian, I've found it inordinately helpful to be on planning committees that discuss upcoming off-campus programs and courses. DE librarianship is more pro-active than any other kind of librarianship, and you need to know what's coming in order to plan for the future.

Number 8: We're going to talk much more about needs assessment and evaluation later in this hour, so I'll just leave that point to stand on its own.

Number 9: I want to point out the "innovative" part of this statement. Just as DE librarianship is more pro-active than other kinds of librarianship, so must it be more innovative. The challenges of getting materials and services to students at locations that change from semester to semester and who have varying levels of computer expertise and bandwidth are ever-changing. Even within a well-established DL library program, it takes a librarian who can problem-solve and think innovatively to serve individuals most effectively.

Slide 7

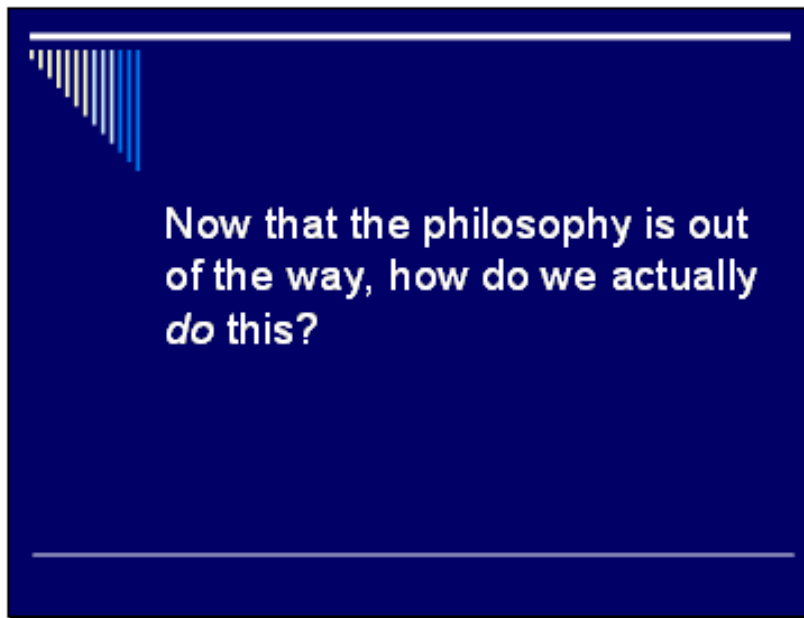


Philosophy (cont'd)

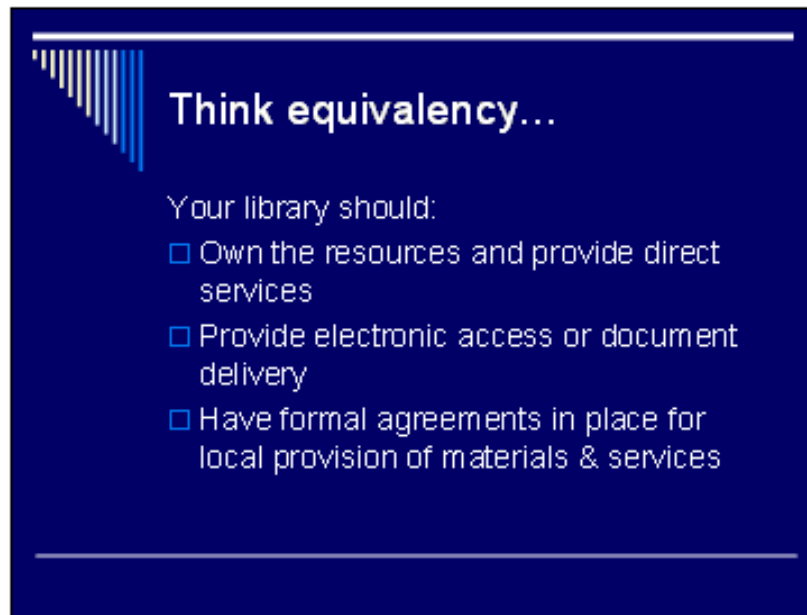
10. Develop and regularly review formal, documented, written agreements with unaffiliated local libraries for provision of resources and services consistent with the broader institutional missions and not simply as substitutes for supplying adequate materials and services by the originating institution.

Finally, the last precept that the Introduction to the *Guidelines* puts forth is this one. Note that the emphasis here is not on the first part of the sentence, but on the last. The authors of the *Guidelines* think of it as a given that you will make formal agreements with regional libraries who offer service to your students. However, they point out here that these agreements do NOT substitute for having excellent resources available through the home institution. In other words, having a formal agreement with another library does not obviate the need to have excellent online and document delivery capabilities for your own institution.

Slide 8



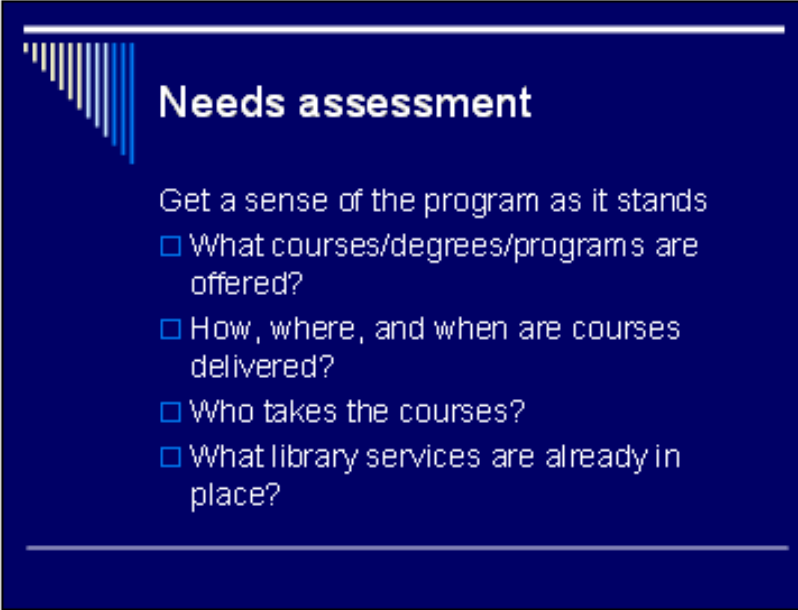
Slide 9



Library resources and services that students and faculty receive off-campus will not be exactly the same as what they receive on-campus,

because they will vary in medium, in time, and obviously, in location. That means that, for all of the services and collections you provide on-campus, you should provide some form of those same services and course-appropriate collection access for your off-campus students.

Slide 10



Needs assessment

Get a sense of the program as it stands

- What courses/degrees/programs are offered?
- How, where, and when are courses delivered?
- Who takes the courses?
- What library services are already in place?

Be aware that the *Guidelines* for DLS are not simply for online courses. Although online is the latest challenge, schools in Tennessee have, for years, been offering courses off-campus via interactive television, video tape, and other media, as well as in face-to-face sessions at remote locations. Some of the strategies developed for these programs translate well into service to online students; other location-dependent programs are less effective for the more geographically diffuse online students.

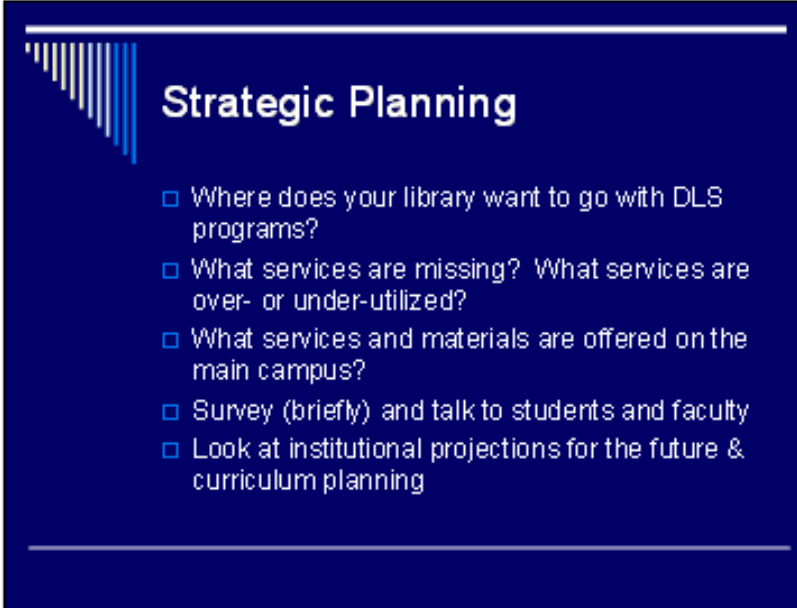
Resources for finding out about courses/degrees/programs include course schedules and bulletins (although sometimes the main schedules do not include off-campus courses, and you need to track down location or program-specific listings), DE websites, and contacts in administrative and academic departments that you know are likely to be teaching off-campus. Communication with a broad range of constituencies is a huge help for any DE librarian, and building those lines of communication make this process easier with time.

The question of the demographics of who takes courses is important when you do needs assessment, as well. Often, off-campus students are older adult students, whose needs are different from the traditional student. Work and financial constraints, learning styles, and motivation may be different for adults than they are for younger students. In addition, older adults are less likely to have experience with online library resources, and are often less comfortable than other students in using electronic resources.

To find out what students are taking courses off-campus, find out first if other organizations on campus have such statistics on hand; if not, surveys, interviews, focus groups, and observation are some ways of finding out this information. In the short-term, anecdotal evidence can be a guide, but more concrete research is needed to be certain that you know who your service community is.

Finally, you need to know what library services are already in place. These services might exist in order to serve DE programs, or they might be services that are in place for on-campus students that could be made available to off-campus students. Such services include ILL, document delivery, satellite libraries, courier services, etc. We'll talk more about what services should be offered later on.

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Strategic Planning

- Where does your library want to go with DLS programs?
- What services are missing? What services are over- or under-utilized?
- What services and materials are offered on the main campus?
- Survey (briefly) and talk to students and faculty
- Look at institutional projections for the future & curriculum planning

So, the next step in the process is to take the information you gathered in your needs assessment as well as other information to begin strategic planning. Ask yourself these questions to help figure out where you might want to go.

Gather information from faculty and students. I talk about *brief* surveys because if you ask too many questions a) you'll get a lower return rate; and, b) you will drown in the amount of data you collected. But surveys are good tools for needs assessment, and will help you to plan.

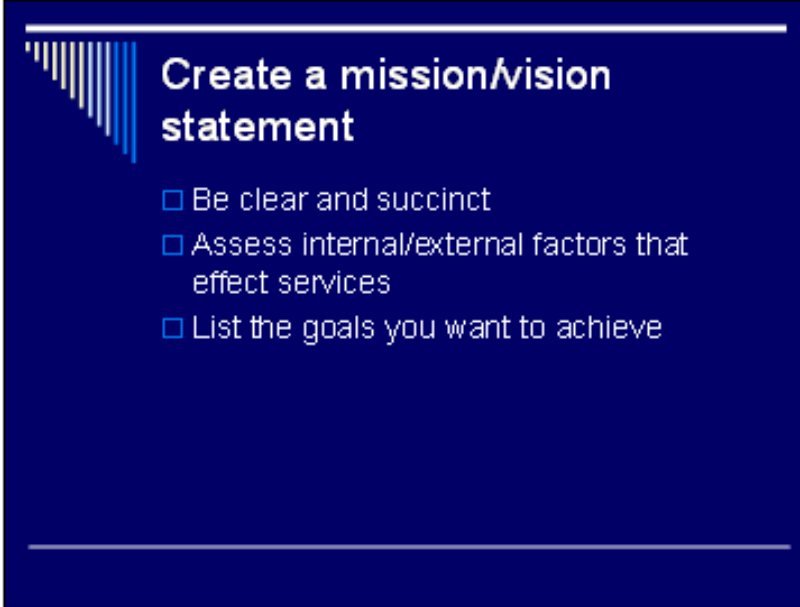
Also, look at any future plans you can get your hands on from your institution to find out what kinds of course they may be offering in the future. If at all possible, find out where, when, how, and how many.

Then create your strategic plan: What do you have to do to get where you want to go? Develop an action plan describing the strategies and

steps you will take to implement your program, including the resources that are available and additional resources that you need.

When you finish strategic planning, you should have a clear and succinct mission/vision statement, an assessment of the internal and external factors that effect your services, and a list of goals you want to achieve.

Slide 12



Create a mission/vision statement

- Be clear and succinct
- Assess internal/external factors that effect services
- List the goals you want to achieve

Part of the strategic planning process is the creation of a mission statement, vision statement, goals and objectives. Once you know where you are and where you want to go, you have the information in hand to create these things. You can use these statements to a) market your programs; b) tell other people what you do (either inside the library or out); and c) to help you put into words all of the great ideas you have in your head. Once you have these things written down, you'd be amazed how often you can quote them in meetings or in documentation.

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Having figured out what's needed, you have to select the services you will provide. All libraries need to consider collections and facilities, reference, and library instruction. How you provide services, however, will vary from institution to institution. I'll try to give you some examples as we discuss each of these categories, to give you a sense of how it might work at your institution.

Collections & Facilities:

Off-campus students must have equivalent access to collections that on-campus students have. But if your collections are in your bricks-and-mortar building on main campus, how do you get materials to the students off-campus? Here are some possibilities:

Document delivery & Interlibrary loan: delivers the full text of articles and books to library users, whether from other libraries or the institution's own. You can do this in either electronic (by Ariel, for example) or paper formats (snail mail, courier, or fax). I select between delivery formats based on the needs of the individual user, but you can set up a hard-and-fast policy about how you deliver to what locations. You need to be concerned about turn-around time for document delivery. Put yourself in the position of a student. How long would you want to wait to get an article you want for your research? Some places have ILL and Document Delivery in a combined department; others provide these two services separately.

Agreements with other libraries: Off-campus student often use the collections and facilities of their local public, academic, or special library. If you can make agreements with these libraries for student use of facilities and materials, your students are more likely to be welcomed into these facilities; also, you can gather information about their needs from the librarians who see them face-to-face. Agreements may be for reciprocal borrowing, might involve paying the participating library, or might be related to state or system-wide borrowing cards. You should also get to know the policies of the libraries that your students are likely to use; you may not need a formal agreement to get them services. You need to be sure that you don't rely on other libraries to provide all services for your students. Local libraries should supplement

your own online holdings and delivery services, not be the only way students can obtain service.

Satellite libraries: These depend on the type of programs you offer and the locations they are offered in. We have campuses in Kingsport and Bristol. In Kingsport, we have a full-fledged, staffed library, with a collection of about 30,000 volumes and about 100 current paper periodical subscriptions (with many more books and journals available electronically). Bristol, on the other hand, because it came later and has a smaller financial base, has only one room with a few shelves of books. I have put my efforts into developing online electronic collections rather than building the small satellite libraries, because I think that it is more cost-effective and easier for students to be able to access materials from their desktops at home unless you have staff that can actually help them use resources at a physical location. But that, too, depends on computer availability and skill of your students--which you should find out in your needs assessment. Regardless of whether there is a collection or not, you should have a "facility" set aside with space for consultations, with information (handouts, perhaps) available for walk-in users. That way, you can meet with students and help them with their research without having to find a place in a busy classroom setting.

Reserves

Reserves for off-campus users are much more easily handled now, with electronic reserves a possibility. Otherwise, you may be able to make arrangements with your cooperating libraries so that they can hold course reserves for regional students. If you have a campus location with some sort of distance education staffing, they might also be able to hold and distribute reserves.

Online, Full-Text and Bibliographic Resources

At this point, we all provide online access to materials, and this is the primary way we provide collections to our off-campus learners. Proxy servers allow us to provide anything off-campus that we would normally provide on-campus. Just make sure that your off-campus students have an easy way to find out their passwords.

In all cases, think of yourself as the advocate for off-campus users. When collection development decisions are made on campus, remind colleagues that electronic materials are accessible 24/7 both on and off-campus, with no waiting time. In this way, some materials that might have been purchased in print for the main library might be shifted to an electronic format easily available to your off-campus users.

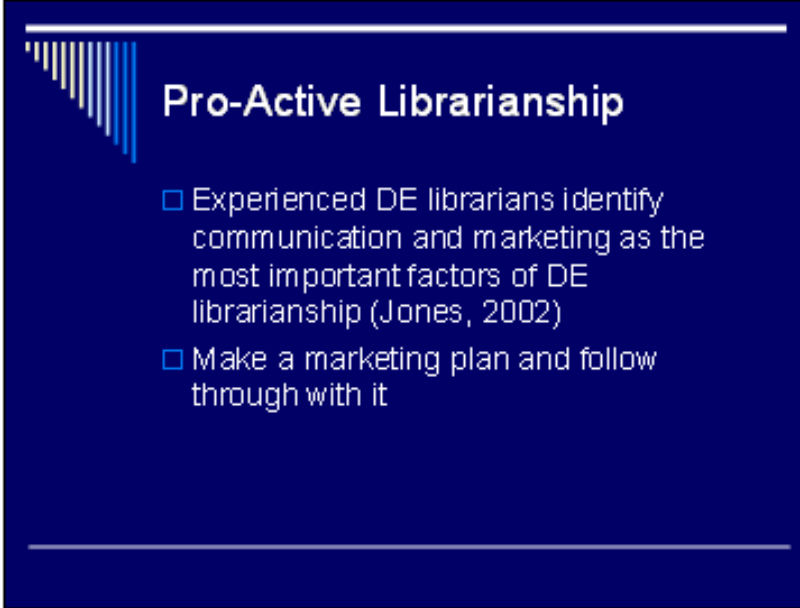
Reference

Provide reference by all means possible: telephone (many have 800 or local numbers), e-mail, virtual reference/chat, on-site at satellite locations, and through your web pages (FAQ's, etc.)

Library & Information Literacy Instruction

Take it to the streets! Take your instruction to them, providing it on-site at your off-campus locations. Sometimes cooperating libraries will be willing to provide instruction for you, as well. You can also teach through online tutorials, user guides, printed handouts, web pages, etc.

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Pro-Active Librarianship

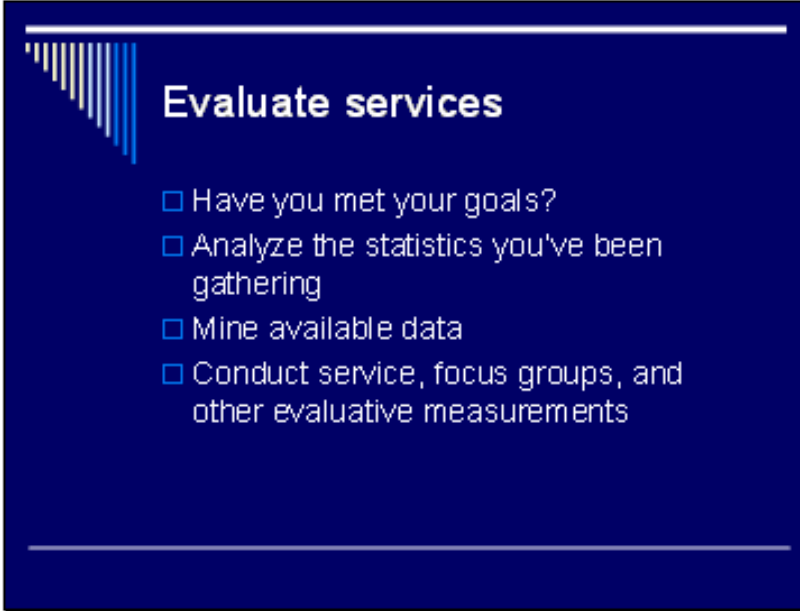
- Experienced DE librarians identify communication and marketing as the most important factors of DE librarianship (Jones, 2002)
- Make a marketing plan and follow through with it

Because of the nature of the programs and students we service, distance librarians must be more pro-active than their traditional library counterparts. Much of our activity is about communication, and some of it is just plain marketing.

Some suggestions about ways to do this:

- Create a marketing plan
- Have a great Website
- Publicize all your services (by e-mail, snail mail, personal contacts, paper flyers, signage and handouts, web page...)
- Contact faculty teaching in your programs
- Contact administrators of off-campus programs
- Contact students in the programs
- Be in touch with all stakeholders as often as you possibly can
- If you can make the time, join committees or participate in informal activities that have nothing to do with DLS. Networking pays off in ways you wouldn't expect.

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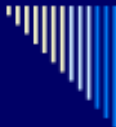


Evaluate services

- Have you met your goals?
- Analyze the statistics you've been gathering
- Mine available data
- Conduct service, focus groups, and other evaluative measurements

The final step of the process is to evaluate your services. Do this through whatever standard assessment tools you need. Make sure that you keep documentation of everything you do for accreditation and annual reporting purposes, and use the data to analyze for yourself how well your programs are serving user needs.

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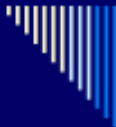


Documentation

- Printed user guides and copies of online guides
- Statement of mission/purpose, policies, regulations, procedures
- Use statistics
- Assessment measures
- Organizational charts
- Budgets

These are some of the types of documentation you should be keeping.

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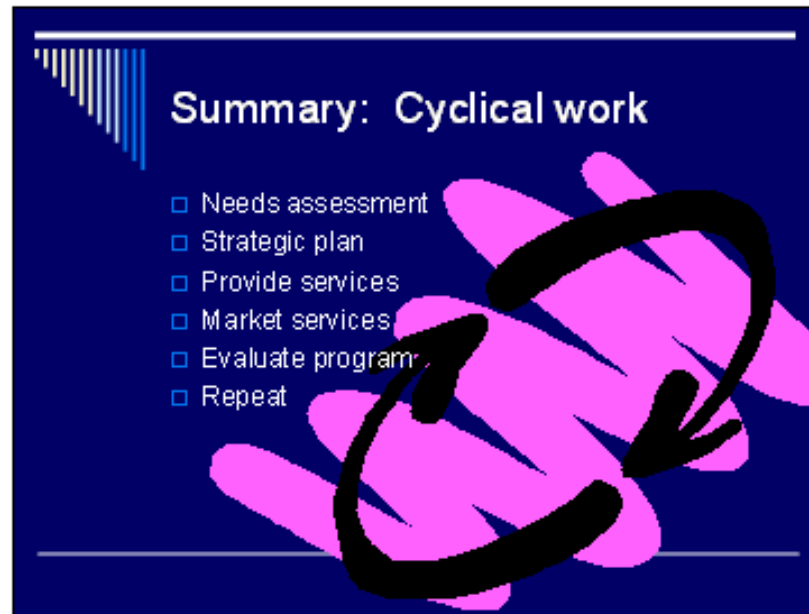
Documentation (cont'd)

- Professional vitae of DLS librarians & staff
- Position descriptions
- Formal agreements with other libraries
- Instructional materials and schedules
- Evidence of involvement in curriculum development & planning

More types of documentation.

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But just when you think that your work is done, it starts all over. Use your evaluation materials to feed into a new needs assessment, re-assess your strategic plan, change your services if you need to, market those services (both new and old), evaluate your program...and keep repeating it, *ad infinitum*...



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Why Students Use Google First and Library Resources as a Last Resort

Introduction

Wherever traditional librarians meet, their laments about students using the Internet for research can be heard. With knowing smiles and nodding heads, they repeat the litany, "Not everything is on the Internet. Anyone can put up anything. There's no stability and sites change or disappear all the time. The Net is poorly organized. Students just pick the first thing they see without evaluating it." Librarians have tended to accept these observations as givens and seem to have given little attention to how the quality, organization, and ease of access of

information on the Internet have evolved. Neither have they thought critically as to why students prefer the Net to library resources. Most often, the assumption is that students are lazy and uninformed and what they need is a good dose of information literacy training and the motivation to seek quality information sources selected by information professionals. The Association of College and Research Libraries (ACRL) is even advocating that information literacy should be a “parallel curriculum” and should be a part of every course [\[1\]](#).

Critical questions

Some critical questions arise from this view. Could the way information professionals define the situation be part of the problem? What if there are legitimate reasons students, and even some faculty, choose to use the Internet, rather than the holy sources we pre-select for them? What if librarians are experiencing a classic case of "groupthink," a concept developed by Irving Janus about how groups can become so tightly bonded that thinking in the group becomes limited to sets of information legitimized by the group? Some of the characteristics that emerge include a belief that the group knows what is best, and if there is opposition by outsiders, this opposition is said not to really understand the problem. Members develop behavior mechanisms which lead them to think they are correct even though evidence might make it appear the groups methods are failing. Within the group, members pressure those who deviate from the group consensus [\[2\]](#). Might we be blind to ideas other than those we have traditionally held?

Consider the mind set of younger students. They have a history of using the Internet and have had material from the Net accepted in their high school classes. Our experience also informs us that they want to find information quickly and stop if a search takes too long. And, they seem to have little interest in spending time learning to use library resources. Additionally, many students are pressed for time with a full course load, a job for many, a family for some, and a social life. So, what happens when students, whose first inclination is to use the Net, encounter an academic library's website? I will use my own library as an example. They will not only have to negotiate the website, they will also encounter up to twenty three other interfaces. Here is one search example. If a user needs to find articles on an education topic, the following steps must be followed:

1. Access the library's webpage.
2. Select the link to databases.
3. Select the database subject area.
4. Select the name of the database, which would be ERIC.
5. Learn to use the ERIC interface. The first page is two screens of information.
6. Enter a search.
7. Look at citations and select Check Your Library link, which opens our online catalog and brings up the library record.
8. Figure out how to read the library record.
9. Return to the CSA interface if the library does not have that publication and select Interlibrary Loan.
10. If the library does have the publication, print out the citation, go to the library, find the journal, and photocopy the article.

Some students will make it through this process, but many will give up and return to what they know: the clean, white screen of Google.

Student search behavior can be analyzed in terms of Herbert Simon's concept of "satisficing." Simon studied the processes people use in making decisions and concluded they base decisions on "bounded rationality." They do not have access to a full range of information and must consider the costs of acquiring information in the present along with uncertainty about what lies in the future. Decisions are not made by maximizing utility, as in economic theory, but by "satisficing;" setting an aspiration level with which they will be content and stopping the search for information when that level is attained. Only if their expected levels of return are not met do they consider making alternate decisions [3]. Students weigh the time and effort involved in using complex library resources against the time and effort required to search the Internet. Often, they find Internet sources "satisfice" their research needs. What they find is good enough based on their aspiration level, and unless they receive negative feedback from their instructors, they believe their research strategies are adequate. Even if they receive negative feedback, they often do not accept the critique. And, here is the dirty little secret, the elephant in the living room that no one wants to see: Students are sometimes right. For many topics, information found on the Net is relevant, is from quality sources, and can be found more efficiently than through library provided resources. The requirement by some instructors that students not use the Net must be examined and the librarian's view that the Net is too unorganized and limited in content to be useful for research must be let go. The situation as I see it is this:

- The Internet is often an acceptable source and sometimes the best source of information.
- Modern search engines such as Google and other specialty engines yield high or adequate relevancy.
- Sorting through Internet sites often takes much less time than using library resources.
- Students, faculty, and other users generally seem to find the information they need—"satisficing."
- Evaluation of sources has always been a problem, and is not any more a problem with Net sources than with the thousands of titles in such databases as OneFile or the older print indexes.

Google in Action

Some examples in which the Internet proved to be the best source will serve to highlight these points. I taught a library instruction session for a senior level Education class whose research project was the No Child Left Behind Act [4]. The professor wanted her students to use research studies about the Act. Before the class, I searched ERIC and found a few studies, but they were scattered among numerous other non-relevant citations. Students would have had to read the abstracts of dozens of citations to find the five studies each needed for a research paper. I also searched InfoTrac OneFile and got no relevant results. I turned to Google and entered the search terms ("no child left behind act" research studies). The first return linked to the American Association of Colleges for Teacher Education (AACTE) web site, which contained links to full texts of every major research study on the Act [5]. The professor was happy and the students were grateful.

On another occasion, I was working the reference desk when a student asked for help in finding articles on the use of 5HTP in the treatment of bipolar disorder. She had followed a professor's advice to search PubMed, but all the returns were beyond her understanding and none related specifically to bipolar disorder. I searched OneFile, Health and Wellness Resource Center, Science Direct, and PsycInfo and found plenty of information on 5HTP, but nothing about its use in treatment of bipolar disorder. I finally gave up and the student left. A few minutes later I thought to try the Internet. I did a simple search on Google for (5HTP bipolar) and got several sites offering 5HTP for sale. I went to

Advanced Search and limited the domains to .edu, .org, and .gov. The first return was from a psychology professor's website at Vanderbilt University and dealt specifically with the use of 5HTP in the treatment of bipolar [6]. Unfortunately, I did not get the student's name or contact information and her search need went unfulfilled.

Thousands of other instances could be given in which the Net proved to be the best or an adequate source, but I will move on after stating that the entire bibliography for this paper was found on the Net in less time that it would have taken me to find the first book or article on "satisficing" or "grouphink" using my library's resources. Several excellent sites were found on both topics and some contained articles from refereed journals.

Conclusion

Part of the problem librarians have in our "grouphink" attitude toward what constitutes quality research is that we are not sure what our role will be in the evolving information environment. We see our gate count at the physical library and our reference statistics going down, we are aware that many faculty ignore our efforts to become involved in teaching research methods, we know students often prefer the Internet to the sources we provide, and we wonder what will become of our profession. I believe part of the answer is to let go of our old ways of thinking and begin to adapt to the actual world of information, rather than holding on to concepts that may be part of a time gone by. If we go chasing after information seekers waving our buggy whips and shouting, "Wait, wait," we are going to become increasingly marginalized. In the language of some of our students, we need to "Just get over it."

It is readily demonstrable that the current state of organizing and accessing information in academia is complex and confusing and turns students off. Its no wonder they turn to Google for their class assignments. Many faculty do also. Recently, I was having lunch with a friend who teaches English. We were talking about research and he said, "I teach my students how to use the library databases, but when I want to know something, I use Google." And the truth is, so do I. The reason being that it is often more efficient to use the Net rather than go through the maze of the library's website and complicated access to databases.

We need to understand that most information seekers are not interested in "information literacy" as defined by the ACRL and the majority of the library profession. They just want to find the material they need quickly and efficiently. We must remember that the search is not the object. It is the content that is important. Part of our "grouphink" is confusing the map for the territory.

The really difficult thing I believe we must do as information professionals is to let go the idea that librarians have to be the intermediary between users and information. Those seeking information do not want to have to talk to a librarian or take a tutorial, rather, they just want information to be readily available and easily accessed. That's why they use Google and why they will continue to do so until information professionals develop information organization, access, and retrieval methods that are as easy to use as Google or amazon.com or ebay.com. To paraphrase a line from the film *The Treasure of Sierra Madre*, "We don't need no stinking tutorials."

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Super-Librarians: Catalogers Cross-Trained to Provide Reference Services



As a cataloging librarian with significant experience in both public and technical services, I have observed how my thought processes, ultimately my cataloging decisions, have been greatly influenced by my experience working with the public. Realizing that there are many other catalogers in the library community with a public service background, I decided to review the professional literature to see if others had documented their "line-crossing" experiences, and if they had made similar observations and drawn similar conclusions to my own. By summarizing my findings and presenting them to other library professionals in Tennessee, I hope to offer librarians and administrators ideas for optimizing library services by exploring the synergistic relationship between public and technical services, and coming up with ways to support this relationship, with the ultimate goal of providing a more well-rounded service to their communities.

While reading about other catalogers' experiences on the reference desk, I found that many of the episodes they described resembled something similar to what I had experienced. Furthermore, having advocated this type of cross-training for some time, I felt a certain amount of validation when I read how invaluable the lessons they had learned on the reference desk had been to their cataloging. By combining

personal experience with the case studies presented in the literature, it was rather simple to draw up a list of the benefits of working in reference - a list easily corroborated by other librarians.



One of the **benefits of cross-training** that I have found to be immensely significant is the enhanced ability to prioritize my work by learning the **"hot topics."** Having worked in several libraries with enormous backlogs of materials, I often had to rely on gut instinct about where to start, what to catalog first. I would regularly browse the backlog shelves and pick out items I thought needed to be cataloged with greater urgency. While it was true that I could have enlisted the help of the reference librarians when prioritizing (and very often I did), it never seemed to be at the most opportune time, and frankly it was tedious as well as time-consuming for the reference librarians to browse our entire backlog and evaluate priority for every item. However, after working a few hours a week on the reference desk, it was easy to figure out the needs, wants, and concerns of our patrons, and to prioritize my cataloging accordingly.

Another benefit of catalogers providing reference services is an increased **familiarity with a collection's "geography."** At least two or three times that I can recall, I have sent patrons to browse the shelves in different parts of the library to look for materials that really should have been classified and shelved more closely than they were. Now in certain instances, that's unavoidable, but in many cases, there's a remedy that only a cataloger can provide. By understanding the patrons we serve, and by determining how they tend to browse a collection, catalogers can tailor how we classify certain items to make them more browseable by the local population.

Obviously, we are not going to send every patron that comes up to the desk to browse a certain section of the library, saying something like, "browse the PQ150s and find something useful to you in that section." Most of our users have specific needs, and so reference librarians will use the library's catalog to find materials that are relevant to those needs. Often, the materials they are looking for will not always appear in any one section, since bibliographic materials often cover many different subjects, and can be classified in such a way that they will be scattered throughout the Library. This is why reference librarians must rely heavily on library catalogs, regardless of whether they are using a card or computerized catalog, in order to point them in the right direction, or in this case, in the many right directions.

Catalogers who are charged with the responsibility of creating and maintaining these catalogs are often unaware of the difficulties that the public may be experiencing in trying to search and evaluate the records contained. However, by working at the reference desk, catalogers are better able to **evaluate the usefulness of the catalog** by seeing whether or not patrons are retrieving the right records to meet their needs when searching. And as all librarians know, the two primary reasons for even having a catalog are to facilitate the retrieval of library materials, and to describe the materials in a concise, but useful manner. This leads me to introduce the next important reason for having catalogers working with the public, and that is to attempt to determine whether or not the descriptions of those records retrieved are adequate enough to make good relevancy judgments.

So far, I have listed some concrete benefits of cross-training catalogers to provide reference service. What I haven't touched upon are benefits that improve the morale of individual librarians as well as the working relationship among librarians in different departments of a library.

One of the biggest complaints among catalogers (at least from my observations), is that their efforts often go unappreciated. Well, it's a little difficult to receive recognition from those you serve if you never get to see them in person. And to those of you who spend 100% of your time "behind-the-scenes," let me just say how immensely uplifting it is to hear the words "thank you," "this is exactly what I was looking for," "you're a lifesaver," "what a great service," and in general, the types of phrases you don't often hear in technical services. So I would have to say that one of the benefits of cross-training that has improved my own sense of well-being is the **gratification of helping others along with the appreciation of my efforts**. And speaking of appreciation, working with the public has its own challenges, and I have really come to appreciate those librarians who spend the majority of their time working directly with the public. Reference librarians must be ready at all times to answer an array of reference questions and at the same time, face the challenges that come with serving a diverse group of patrons with a wide range of personalities. While working in reference, I have witnessed reference librarians who have mastered the art of the reference interview and perform their jobs fluently with accuracy and finesse. Subsequently, I have also developed a great admiration for these frontline professionals, making our interactions smoother and more pleasant.

This leads to what I feel is the most productive benefit in the big picture: the **relationships** you foster with the public, and most importantly, with other librarians. Catalogers and reference librarians working side by side builds understanding between these two groups and opens up all kind of channels of communication which in turn, opens up the doorways to cooperation and collaboration. It's only then that you start to realize that you are all on the same team, and that your prime objectives are basically the same.

Finally, one benefit that I was unable to find in the literature (although I doubt it is uniquely my own), is the **confidence** gained by acquiring new professional skills. At the reference desk, I almost always learn something new that I can use to answer future questions, and as far as cataloging goes, solve problems. While the reference desk may seem intimidating at first, overcoming that intimidation and providing a valuable service to your patrons is a wonderful confidence builder.

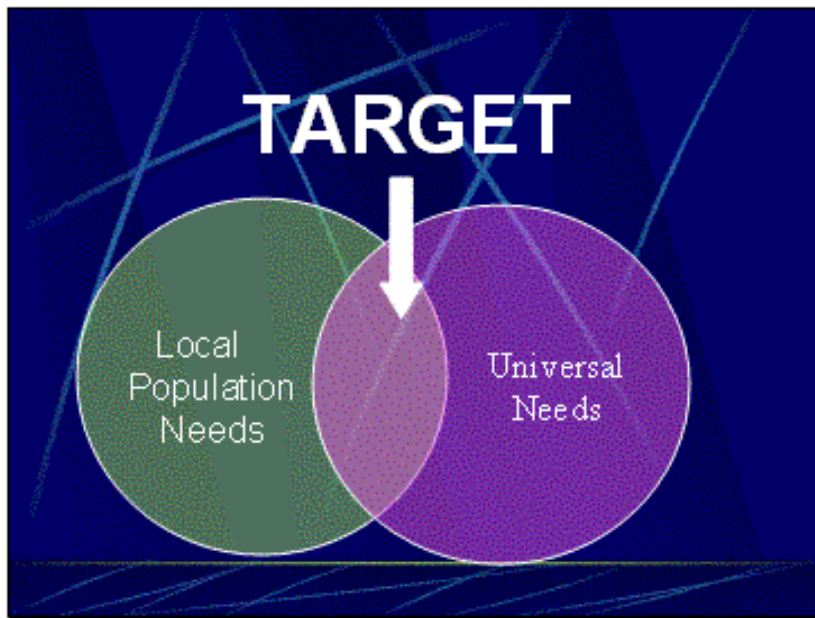
Drawbacks of Cross-Training

- Catalogers may not enjoy public interaction
- Initial feelings of incompetence – loss of "comfort zone"
- Less time to devote to cataloging
- Difficulty keeping up with changes

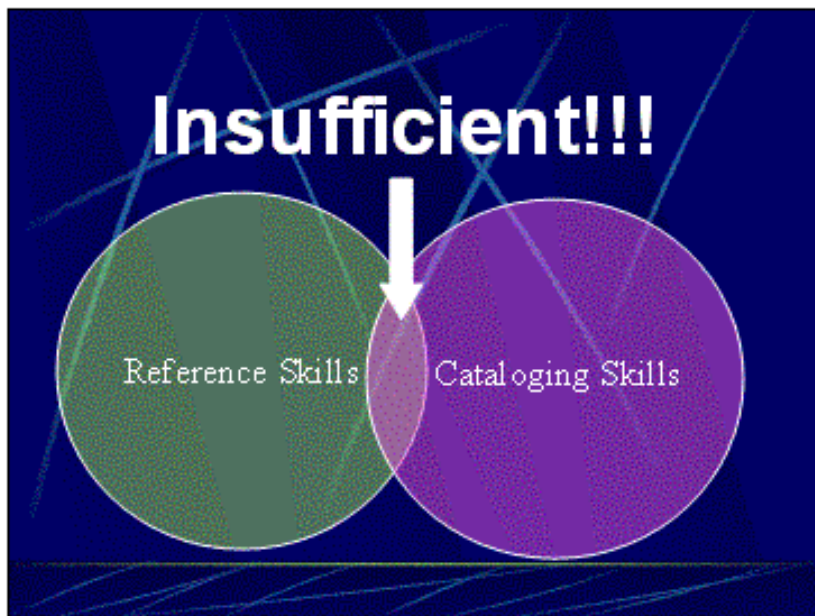
Of course nothing in life is black and white, and there are some documented **drawbacks** to cross-training, particularly if the catalogers are being forced into providing public services. For one thing, many catalogers **may not enjoy public interaction**, and for some, avoiding the public was why they went into technical services in the first place. In 1990, Sharon Gasser and Joanne Deeken alluded to this phenomenon by quoting Mark Twain in that, "a round man cannot be expected to fit in a square hole right away. He must have time to modify his shape." [1](#)

Also, asking someone to provide a professional service outside their area of expertise can be quite intimidating. I, as well as others, have experienced the initial feelings of incompetence when engaging in a new activity...the **loss of their "comfort zone."**

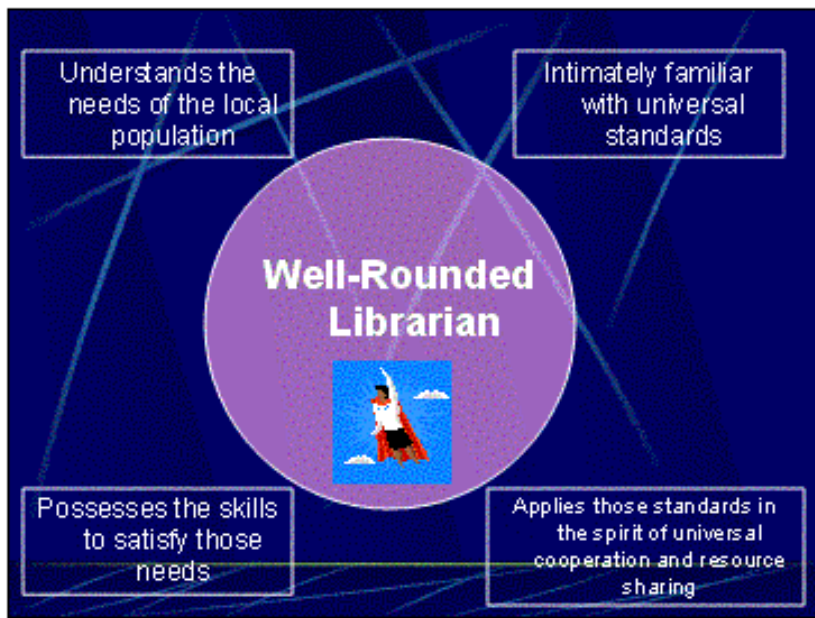
Another drawback which I personally feel is a short-sighted drawback is that catalogers who "moonlight" will have **less time to devote to cataloging**, although I still feel that the benefits gained would more than compensate for the productive time lost. However, there is one drawback that I simply can't deny or even offer a practical solution for, and that is managing your time so that you can **keep up with the changes in both departments**, whether it be changes in standards, technologies, changes in the way we access information, or where the phone book is being kept. Overall however, I believe most people would agree that if you have willing participants, the numerous benefits of cross-training greatly outweigh the drawbacks.



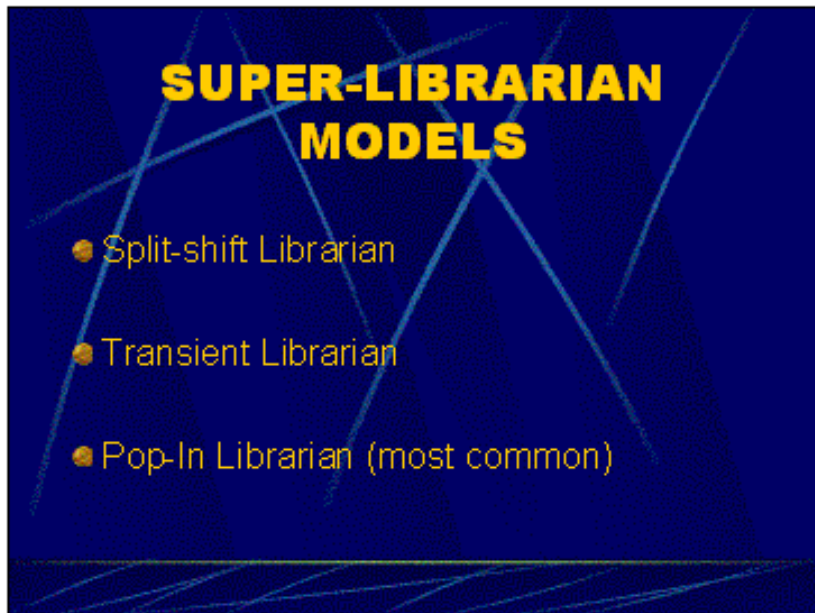
When creating bibliographic records, catalogers must satisfy the needs of their local population. It doesn't take long to figure out who is paying your salary and what you need to do to continue receiving that salary. Unfortunately the needs of your local population are usually much greater than what a handful of professional librarians can provide, so in order to provide the local population with access to a greater amount of material, we must enter into resource sharing agreements with other libraries in order to offer all of our patrons access to a universal body of knowledge. Realistically, the only way to make that possible is to abide by a common set of universal standards, even though these standards may not appear to be optimal for your local institution. So with every record we create, the goal or “**target**” requirement for each record must lie in the **subset of the local population needs and the universal need.**



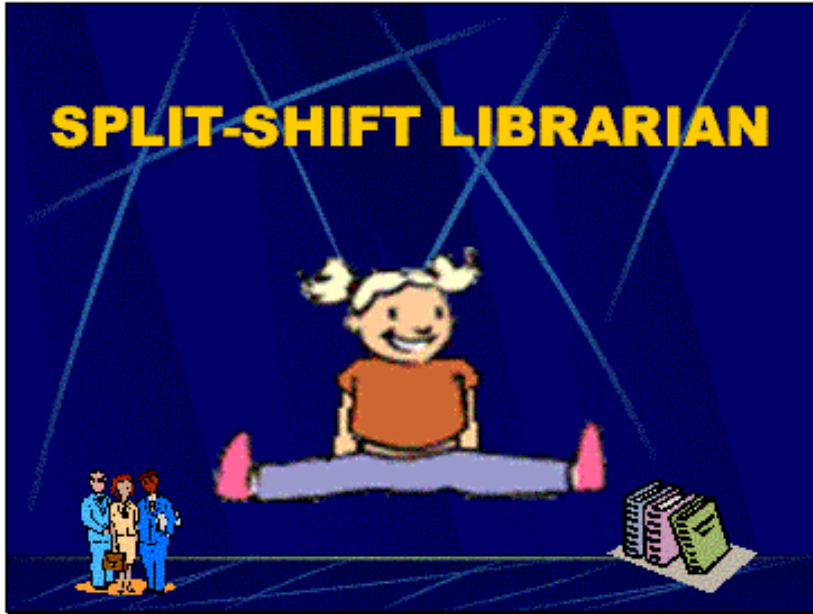
Generally, catalogers are intimately familiar with universal cataloging standards and can sometimes be overly strict when applying these standards to their cataloging. Additionally, having been through library school, they are at least familiar with the basic principles of providing reference services. On the other hand, reference librarians are “people persons” who know what the patrons are really asking, what they really need as opposed to what they think they need, and as I often hear, have very strong opinions about how the catalog should behave, and what catalog records should look like. Reference librarians have also been lectured on the importance of uniformity and controlled vocabulary; however, they tend to view things from the patrons perspective. Of course you can argue that the patrons' perspective is the only perspective that really matters, but think of it in these terms, if we cataloged every item locally to only meet the demands of our own patrons, at least at the University of Tennessee in Knoxville, with our current staffing situation, we could barely maintain 2% of our current catalog. So my point is that while reference librarians and catalogers each possess a unique set of skills that allow them to perform their duties, the **current cross section of these two sets of skills is really insufficient for making well-rounded decisions that make sense in the “big picture.”**



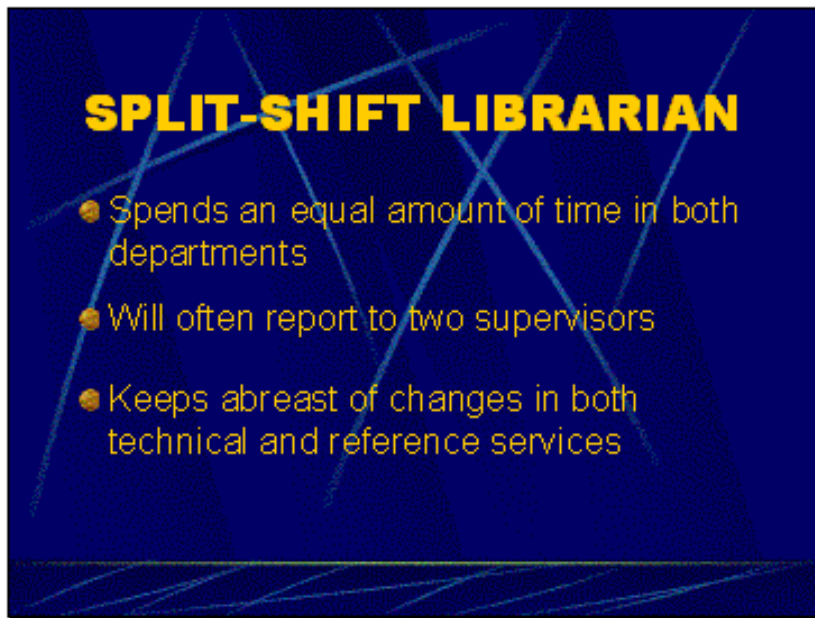
So let's take a look at the skills necessary to create a **well-rounded librarian**. As I've already mentioned, the well-rounded librarian needs to **understand the needs of the local population** and **possess the skills to satisfy those needs**. At the same time, a well-rounded librarian should be **intimately familiar with universal standards** and **apply those standards in the spirit of universal cooperation and resource sharing**.



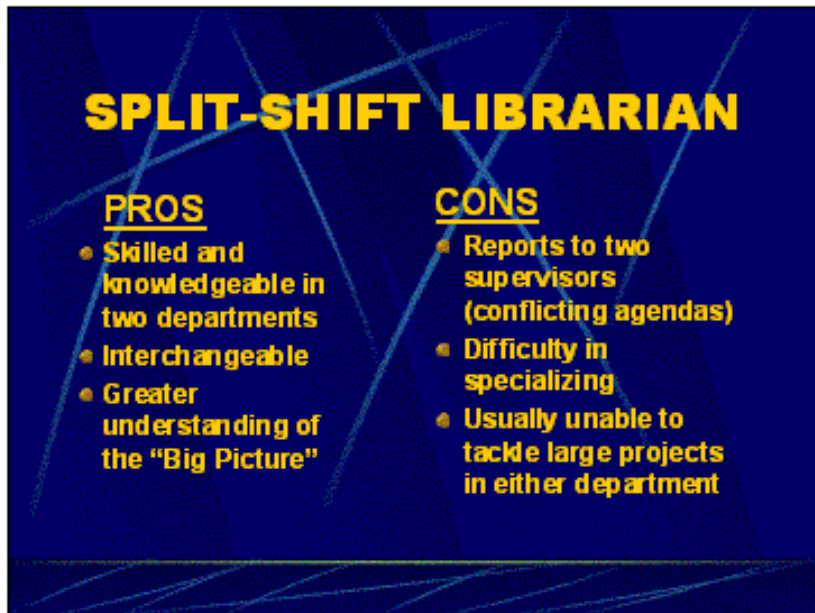
So how do we do that? How do we combine the knowledge and skills of essentially two librarians into one? What I would like to propose is an organizational structure that incorporates hybrid, or as I like to call them, “super-librarians.” Based on a few sample case studies, I have identified three models of super-librarians: the **split-shift**, the **transient**, and the **pop-in**.



The first model is the **split-shift librarian**. The split-shift librarian spends an **equal amount of time in two departments**, in our case reference and cataloging. So basically in a forty hour work week, the split shift librarian would spend twenty hours in each department. They will often report to **two supervisors** and must keep abreast of **changes in both** cataloging and reference services.



As with all the models I'm proposing, there are **advantages and disadvantages** to being a split-shift super-librarian. On the plus side, these librarians are skilled and knowledgeable in two departments, they are interchangeable... meaning they can spend more time one week in a particular department in case of emergency - but the most significant advantage I would say is that the split-shift librarian has a much greater understanding of the "Big Picture" than many of their colleagues.



There are also several downsides. The split shift librarian often has to report to two supervisors. (This situation may or may not work well, depending on the relationship between the two supervisors). They may experience difficulty specializing due to the limited amount of time spent in either department, and they are usually unable to tackle large projects in either department.



Another option for cross-training is the **transient librarian model**. He or she would be stationed in a **single department**, for our purposes technical services, more specifically cataloging. They report to a **single supervisor**, but they may spend a large **block of time** (2 weeks – 6 months) visiting a secondary department, in this case reference.

TRANSIENT LIBRARIAN

- Stationed in a single department (i.e., technical services)
- Reports to one supervisor
- May spend a large block of time (2 weeks – 6 months) visiting secondary department (i.e., reference)

TRANSIENT LIBRARIAN

PROS

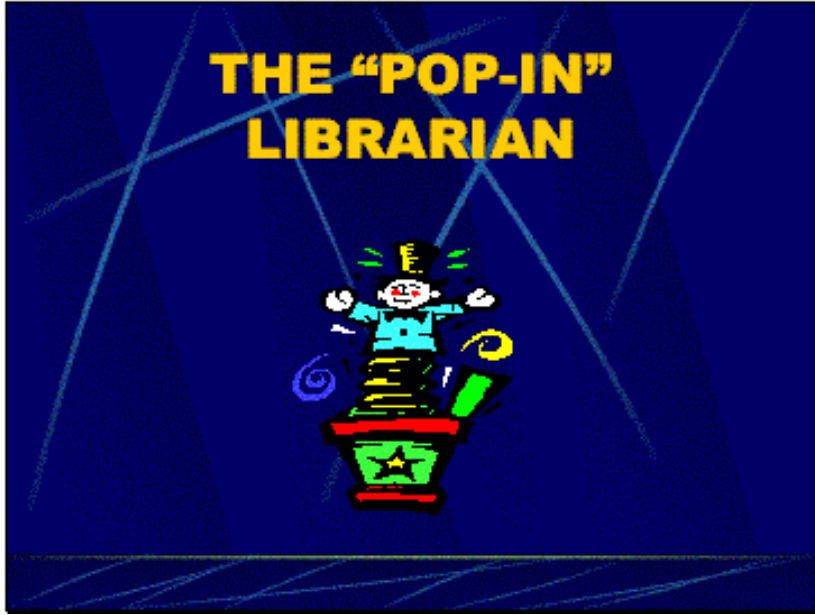
- Skilled and knowledgeable in two departments
- Interchangeable
- Greater understanding of the "Big Picture"

CONS

- Secondary skills quickly outdated
- Massive void in primary department
- Frustration over inability to use new skills

Like the split-shift librarian, the transient librarian would be skilled and knowledgeable in two departments, they would...at least for a certain amount of time...be interchangeable, and they would also gain a greater understanding of the big picture. However, without time to practice and update their secondary skills, those secondary skills will eventually be lost if not quickly outdated. Also, for an extended period of time, a massive void will be created in the primary department. Another final point to consider is that the transient librarian may begin to feel frustration at his or her inability to use their new skills. To illustrate this point, I'll use myself as an example. I was recently trained to provide internet chat reference services. Since my initial training, I've had the opportunity to use these new skills one time. Personally, I'll be quite

disappointed if it's the last time, especially considering the time I invested in receiving the training. Unfortunately, as each "chatless" day goes by, I'm starting to feel less and less confident at my ability to provide this type of service. Certain skills simply need to be practiced and used in order to be maintained.



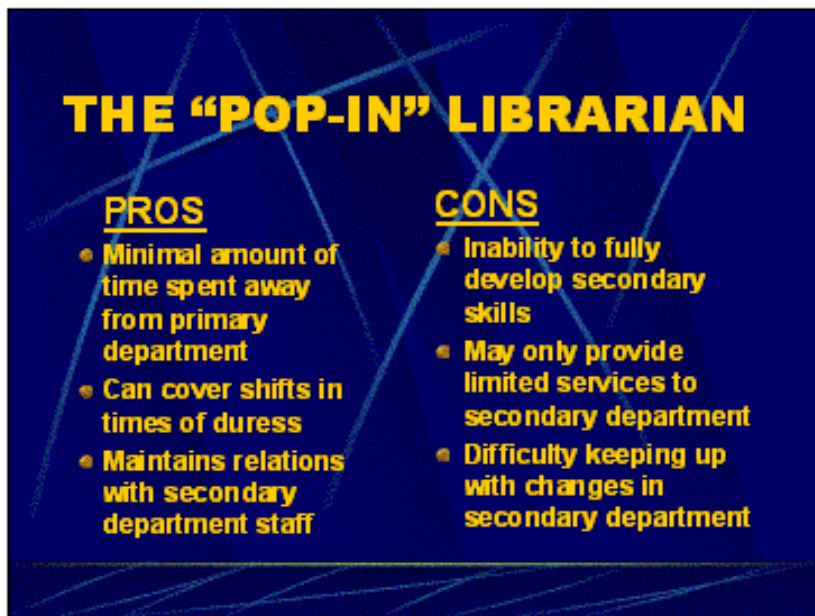
So with that in mind, I'd like to introduce the last model, and probably the most commonly seen in the real world, and that is the **"Pop-In" Librarian model**.

THE "POP-IN" LIBRARIAN

- Stationed in a single department (i.e., technical services)
- Reports to one supervisor
- Periodically "pops-in" to secondary department, may cover small shifts regularly or irregularly

The "Pop-In" Librarian is stationed in a single department, will report to one supervisor, but will periodically "pop-in" to the secondary department, and may cover shifts regularly or irregularly.

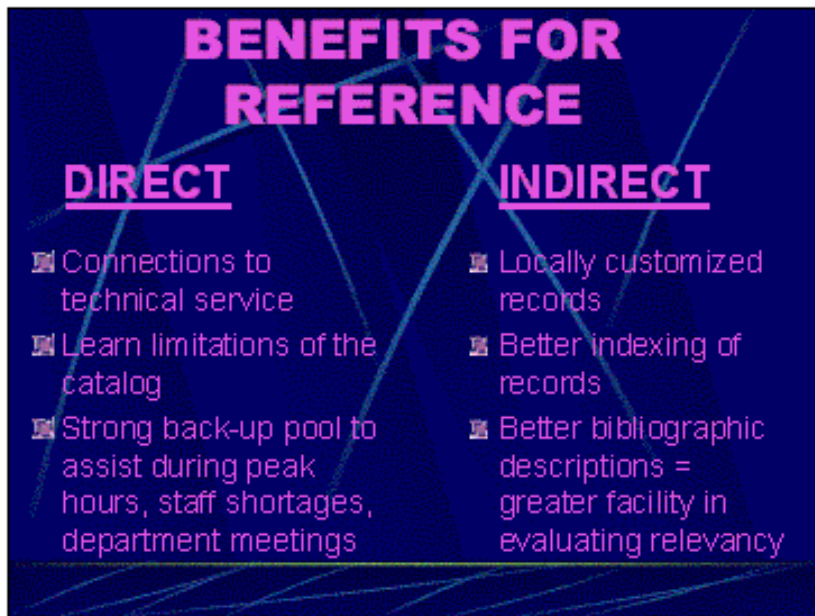
Once again, I'll use myself as an example: I am a cataloger. That is my primary responsibility. However, I am scheduled to work on the reference desk every Monday from 11:00-1:00. On occasion, I will work more than those two hours a week if a reference colleague needs someone to cover their shifts. Since I would personally like to have more reference experience, and I'd also like to maintain good relations with my coworkers, it is usually my pleasure to pick up extra desk hours.



So I guess the question may be, is this situation ideal? Is my situation ideal? Well let's take a look. The "Pop-In" Librarian spends a minimal amount of time away from their primary department, they can cover shifts in times of duress, and they maintain relations with secondary department staff.

The down side is that as a "Pop-In" Librarian, I personally don't feel I can fully develop my secondary skills as well as my reference counterparts...so the quality of service I can provide reference may be limited, and I do sometimes find that I have a difficult time keeping up with the changes in reference.

Overall, I would have to say that the positive influence reference service has had in my cataloging decisions is well-worth the sacrifices that need to be made. But let me stress that the benefits are not limited to the quality of cataloging... there's something in it for the reference librarians as well.



Reference librarians will benefit from having these cataloging visitors around in a number of ways. Some of the direct benefits include establishing connections with technical services...and if you'll remember, we've already discussed how important these connections can be. Also, catalogers are often able to show their colleagues in reference some of the limitations of the catalog, and may even suggest creative searching techniques using "back-door" methods. Most importantly, the reference department will have a strong back-up pool to assist during peak hours, staff shortages, department meetings, and similar situations.

Some of the indirect benefits (although no less important) include things such as locally customized records from a cataloging staff that knows its patrons, as well as better indexing of records . For example, "Smoky the Hound Dog" may not be an established Library of Congress Subject Heading, but if I know my patrons will use that term in a query, I'll make sure it appears somewhere in the record where it will be indexed and therefore more "retrievable." Also, as I mentioned earlier, a cataloger's indoctrination to public service will allow him/her to create better bibliographic descriptions, which should provide local patrons with greater facility in evaluating relevancy.

So I hope I've given you a few ideas to think about - especially to those cataloging librarians and/or supervisors who are considering cross-training their catalogers, but may feel they don't have the time to invest in such training. I think it's important to remember that ultimately, cataloging is a public service.



Notes

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Understanding Metadata: What is it Really?

Introduction

There is much understandable confusion about what metadata is and why it is important to us as librarians. The main reason for this may be that metadata, and the work associated with it, is still in the process of development. This early stage of development can be seen in several characteristics of the metadata field: frequent use of lingo, competing terminologies for the same concepts, little consensus on most aspects of the subject and no hard and fast rules. Fortunately the ideas behind this confusion are familiar ones for librarians. In this article I will try to demystify this topic, introducing some of the terminology used to discuss metadata while relating these to familiar library concepts.

What is it?

There are many different definitions and interpretations of metadata, varying based on the community or context of use. The 'classic' definition is: *data about data*. This is the literal meaning of the word metadata, but is a little too broad. A more useful definition is: *structured information about an information object*. Although still general, this definition emphasizes the importance of structure for metadata.

A good example of a metadata record is a catalog card. It contains structured (according to the AACR) information about an information object (for example a book). This illustration shows that metadata is not new for librarians; in fact we have been working with it for years in the form of cataloging. So we may ask, if cataloging is a form of metadata, then why all the fuss and activity about it now?

Why do we need it?

The short answer is that cataloging is no longer enough. Some reasons for this include:

- New digital formats of traditional material (for example digital images, text, sound, etc.) require adaptations of traditional descriptive methods.
- New types of information objects (like web pages, video games, computer programs, email, etc.) require new methods of description to accurately represent their unique content.
- Increasing technological capabilities allow delivery of richer and more complex 'objects' with the associated need for more complex descriptive methods.
- Changing search methods have lead to an increased reliance on keyword searching and an avoidance of fielded or complex

- searching. To give effective results, metadata and search systems need to be able to better support this type of searching.
- User expectations are always increasing. Not only do users expect instant access (from their computer as well as their library), but also expect that the world is their 'information oyster'. They no longer feel limited to the resources of their institution or institutional network, but expect virtual access to virtually everything.
 - The preservation needs for digital resources are very different from those of physical objects. Digital objects require active monitoring and detailed documentation, in contrast to traditional paper based resources, which can often be preserved by more passive methods.

The term "metadata" is used to encompass the growing range of resource description methods that are being developed to deal with these changes in our information environment and the challenges that they pose.

Types and Functions

Part of the difficulty in talking about metadata is that it can serve a very wide variety of purposes. In an attempt to make discussion easier, these different functions are often organized into 'types' of metadata. Although this is a convenient way to conceptualize the differences, there is the very simple problem that there is no agreed upon set of types. For example, the following list of metadata types was drawn from several different resources: administrative, technical, preservation, descriptive, analytical, structural, rights, use. This is important to note, because different labels can be used to describe the same information, for example the size of an electronic file could be accurately labeled as administrative, technical and preservation metadata. Because of this, it makes more sense to focus on what functions metadata serves, rather than how it is labeled.

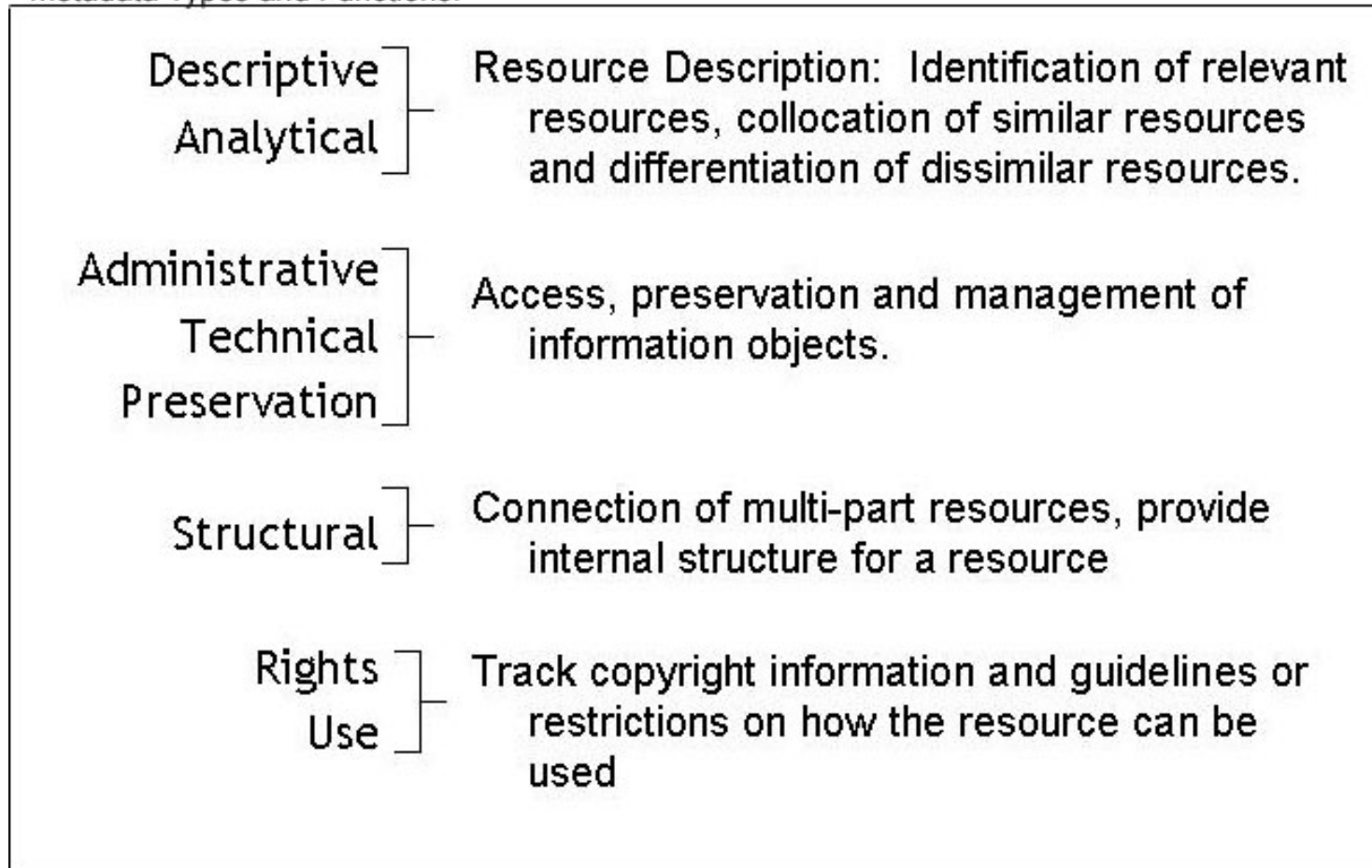
The most commonly discussed function, and perhaps most relevant to our primary purpose as librarians, is metadata that describes the intellectual content of an information resource. The purpose of this information is to provide access to information by facilitating resource discovery. This includes metadata for the identification of relevant resources, collocation of similar resources and differentiation of dissimilar ones. Subject headings, keywords, classifications, descriptions, abstracts, categorizations all serve this purpose.

The next functional group consists of information relating to the management of the digital file itself. This is primarily technical information that clarifies technological constraints on the use and maintenance of a digital object. This is especially important for successful digital preservation, which entails long-term maintenance of a digital object to insure that it will be accessible, even after the original hardware and software become obsolete. Although clear digital preservation requirements are still unresolved, it is generally accepted that the more information recorded about a digital file, the better the chance that it will continue to be usable in the future.

In the case of structural metadata, function and type coincide. Structural metadata defines an objects internal organization, connects multi-part resources and assists with display and navigation. This metadata provides a connection between the intellectual organization of the information object and the digital representation of that organization. For example, a book chapter indicates a grouping of like or related content, but in a digital environment it can also indicate a separate digital file. Structural metadata can express this division while providing the technical ability (for example a hyperlink) to move to the next chapter.

Finally, there is metadata related to rights and use. This data describes the social/legal restrictions on how the information object can be used, including copyright information and usage guidelines.

Metadata Types and Functions:



Metadata Schemes

According to Caplan¹ a *metadata scheme* is a, “set of metadata elements and rules for their use that have been defined for a particular purpose.” components that can be present: semantics, content rules and syntax.

Semantics

The basic definition of the word semantics is “the meaning...of a sign” (Merriam-Webster Dictionary²). With metadata the signs being given meaning are called *elements*.

Sign -> element

Elements are simply the most basic building blocks of metadata, and can be described as small nuggets of information. The primary purpose of a metadata scheme is to define these building blocks, determining what elements should be used and specifying what they mean.

Example Element:

Element Name	Definition
Author	The entity primarily responsible for making the content of the resource

Naturally one element will not be enough to describe a resource (at least not well). To provide a full description many elements will be needed, one or every aspect of the information object that needs to be described. The collection of all these elements is called an *element set*.

Example Element Set:

Element Name	Definition
Title	A name given to the resource
Author	The entity primarily responsible for making the content of the resource
Date	A date associated with the publication of the resource
Subject	A topic of the content of the resource

The brief element set shown above is actually a metadata scheme in its simplest form. As this implies, the semantic component is the only one required to create a metadata scheme. But using this element set to describe a resource illustrates some of the questions that are not addressed. For example: Should the initial article in the title be retained? Should the author's name be entered in direct or indirect order? Should the publication or the copyright date be used? What format should the subjects follow? These questions demonstrate the importance of *content rules*.

Content Rules

This is the second component that can make up a metadata scheme. Content rules define how element content is selected, expressed and formatted. These types of rules should look very familiar to anyone with even a limited contact with cataloging, the AACR2 probably being the

most thorough and complex set of content rules in use. These rule sets are important because they help insure a high level of consistency, facilitate searching and improve retrieval results.

At present the majority of content rules are locally defined, varying from organization to organization and from project to project. This variance is effected by many different factors, including:

- Material type
- Subject of the collection
- Technology used for storage and delivery
- Goals of digitization
- Resources available for metadata creation

Syntax

The final piece of a metadata scheme is syntax. Syntax is how information is expressed, and more specifically in this context, how it is expressed in a 'machine readable format'. Although there are many choices available, "markup" languages are currently the most talked about options available. These are syntaxes that 'wrap' the content between an opening and closing tag, for example: <title> This is my title </title>.

Markup languages include:

- [HTML³](#) – Hyper Text Markup Language – Specifically designed for the creation of web pages and content. Metadata can be stored within metatags in the web document. It is relatively simple to learn and use but can only contain very basic metadata. Metatags are also usually ignored by search engines because of keyword 'spamming'.
- [SGML⁴](#) – Standard Generalized Markup Language – The granddaddy of markup languages. It is used to design specialized markup languages and is capable of highly complex and rich encoding. It is complicated both to create schemes using SGML and to apply them to describe information objects.
- [XML⁵](#) – Extensible Markup Language – A limited subset of SGML designed for web use and delivery by the [W3C⁶](#) (the World Wide Web Consortium - a governing body for web standards). XML is flexible and capable of rich description, but is less complex and easier to implement than SGML.
- [RDF⁷](#) – Resource Description Framework – A 'flavor' of XML, it was designed (also by the W3C) to represent more complex relationships between information, because of this RDF can be more challenging to understand conceptually than XML.

Of these syntax options, XML is quickly becoming the most commonly used. It is popular because it is powerful (while being relatively easy to use) and can facilitate interoperability between metadata schemes. It is also being widely embraced in the business world for handling of data and communication, which means XML tools and resources are being developed at a faster pace than the library community alone could manage.

Examples of Metadata Schemes

The Dublin Core⁸ (DC) is an example of a metadata scheme composed of a simple element set (without content rules or a specified syntax) consisting of fifteen core elements which can be used to describe almost any type of resource. It is this simplicity that makes DC a useful and popular scheme. Although this standard was originally created with an emphasis on describing web resources, it is currently important because it acts as a common language of metadata schemes. Almost any metadata scheme can be mapped to Dublin Core, although detail will usually be lost in what is referred to as 'dumbing down'. This is because DC's limited elements do not allow for specific description. For example, the DC element <creator> would be used to describe authors, painters, illustrators, poets, etc. without distinguishing between them.

In contrast to the general nature of DC, the Categories for the Description of Works of Art⁹ (CDWA) is an example of a subject specific metadata scheme. It was designed to describe movable 'art and artifact' objects, representations of these objects, performance art and architecture. CDWA consists of nearly 300 elements, some content rules, but as with Dublin Core, no specified syntax.

Text Encoding Initiative¹⁰ (TEI), unlike the previous schemes, consists of all three possible components of a metadata scheme outlined previously: element set, content rules and a specified syntax (SGML). TEI was designed for the description and encoding of textual materials, primarily used in the area of the humanities. It is an extensive and highly complex scheme, which can accommodate a variety of textual types (poetry, plays, letters, manuscripts, books, etc.). The provision of structural elements for all of these different forms is part of why it is such a large scheme.

Conclusion

Metadata is an interesting area of development in the library field (and beyond it). It supports the traditional goals of library work, facilitating access to information and preserving it for the future, by addressing the changing demands of a rapidly evolving information environment. As the landscape surrounding digital object management, delivery, and preservation becomes better understood, metadata standards and processes will become more reliable and established.

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The PAB Tells All

The following is a complete transcript of the session. It has been lightly edited for clarity.

Martha Earl: Welcome to the TLA session on the “Publications Board Tells All.” We hope that this will be an opportunity for you to ask questions and bring forth your ideas of what you like to see from TLA publications. I want to mention before we get started that DeAnne Luck who has been our webmistress for the last five years is stepping down and if anybody here has a burning desire-- especially people who are

recent graduates and web whizzes to be a TLA webmaster, we are seeking applicants.

In our program today, we're going to look at key factors in publishing. We have an excellent panel. We have three TLA editors here and we have Betsy Park who has a distinguished career in publishing. I'd like to introduce our speakers and then we'll get started. There will be a time at the end for questions. Or would you guys rather answer questions directly? How do we want to do it? [inaudible responses from speakers] We're a small group--let's keep it as comfortable as possible.

I'm Martha Earl, I'm the co-chair of the publications advisory board and I've had the opportunity this year to work with this excellent group of people. I've been publications chair just for this last year, but I've worked with them previously and I've published a lot of things myself so I know what work is involved with these guys.

I'm going to start by introducing--our first speaker will be Betsy Park. She is a professor and head of reference at the University of Memphis library. She's coauthor of one book, has published in *TL*, *The Bottom Line*, *The Reference Librarian*, *The Journal of Academic Librarianship*, and *College and Research Libraries*. She has recently completed a chapter on sports magazines for the 12th edition of *Magazines for Libraries*. She has also recently been involved in a "How to Publish" workshop in Memphis. So, Betsy...

Betsy Park: Can you all hear me or should we use the mike? You can hear me? O.K.. I'm really open if you have questions to ask while I'm talking because that's probably better to ask questions while you're thinking about it; then I'm certainly willing to answer questions afterwards.

First of all let me start out and ask you guys some questions. How many of you out there have published? O.K., cool. About half of you. How many out here want to publish? O.K.. How many out here *have* to publish? [Laughter] Sometimes it's very daunting to think about having to publish. My personal feeling is...many times you have to publish because you're an academic library and tenure and promotion--your whole life depends on your publishing right? So it's pretty scary and that kind of pressure makes you, you know, think I'd rather crawl under the table—which I might want to do right now anyway—or, accept the challenge. My feeling is that as a professional every one of us has a responsibility to publish because each and every one of you has an idea out there that I don't know about that would help me in my job, that would help me in my life. You *do*. Believe it or not. The thing is, too, once you start to publish there are certainly awards that come along. If you're in an academic library maybe you get tenure maybe you get promoted, but you also get your name out there in a community of scholars who have also published. And people will talk to you about your publication. And that can be pretty cool, you know? It doesn't happen often. I was surprised how long it took for somebody to say anything nice to me about publishing but I once wrote an article about charging for printing (and that's a long story) but I was at a pre-conference at ALA and two people I never knew came up and said, "My guru, My guru" and I thought "Wow, that's pretty cool." And they were using my work to publish something that was published fairly recently in *College and Research Libraries* that was a much more serious look at charging for printing. And it was really kind of neat because I started to meet people, but also once you start to publish you get invited to presentations like this where you get to do this kind of thing. Isn't that fun? But your name is out there and you get invited to be on committees and that type of stuff. So there are lots of rewards to go along with publishing.

And I think what I want to do today is tell you that it's *possible* to publish. There's kind of an art to it. Number one: The first thing you have to do is you have to realize that publishing is part of your job. You have to schedule yourself time to sit down and write an article just the way I schedule people on the reference desk O.K? And if your boss won't let you do it you may have to do it at some other time. I hate to say it but a lot of the things I ended up writing I took annual leave. You should not have to do it. We no longer have to do it. I did it just so I could get

away, you know? But you have to schedule time to do it because it's serious business and it is a lot of work.

Let's talk a little bit about coming up with topics. That's always the first thing. In your work, everything you do...think about it: there's something that's part of what you do, something that you know about, something that you devised nobody else knows about. Publish about what you know. The other thing is: publish something you don't know anything at all about. If there's a certain something you want to know about, that's a really good opportunity to publish because you're going to have to sit down, think about it, do some research, you know really really think about it. One of my first articles was on faculty status for academic librarians. Why did I write that? I was taking a class, the professor said, "Why do you have faculty status?" I thought, "I don't have the vaguest idea, so I thought I'm going to have to go out and research this so I can tell you why I do it." Instead of just researching it, I turned it into an article. So you can publish about what you don't know about. This conference is full of ideas for publications. You've all gone to a variety of sessions, and it's made you start to think, "O.K., how can I apply that in my library? How can I change it? What do we still need to know about that? What kinds of questions have come from the audience that I can actually help them clarify? So topics are out there if you just keep on top of it and start thinking about it.

The next thing you need to think about is, why are you writing it? Are you writing to inform people? To convince people? What's the purpose of my writing? And who is my audience? The biggest thing--and this is kind of a quandary I know--is where do I publish? What journal do I publish in? There are two ways to do this and I've heard it both ways and I really don't know that one way is better than the other. You can either pick a topic and research it and see where that topic has been published and that will help you select a journal. Or you can say, "I want to publish in *Tennessee Librarian* or in *Journal of Academic Librarianship*" and so you start reading that journal and find out what types of things are being published there and then what you can pick up and publish in that journal. So you start out with a journal in mind originally or you actually...find it later. Fact is, every journal has its own reason to be. They have their own scope, their own audience. Journals are out there to sell issues and to inform and if they don't do that they're going to fail. So what you have to do is find out what is that journal for? Why would people publish in it? What is their audience? Why, if I publish this article in that journal, why would the editor say, "Yeah it's a good idea"? Every journal has instructions to authors. They're there in the journal; they're there on the web. If you can't find it you write to the editor and say, "Give me a copy of your instructions for authors," and look at them. They will tell you the philosophy behind the journal, the audiences they're looking for, the type of articles they're looking for. Are they looking for real scholarly articles? Or some that aren't so scholarly? And you will see differences. You need to do your homework on this, big time. The main reason an article is not published is not because it's a bad article. It's because it was submitted to the wrong journal. And that happens time and time and time again. When I did this in workshop in Memphis last month or so, we had a couple of editors come and talk. And you may hear the same thing today. And they said, "You know 50% of the articles I get just are not right for this journal. So I have to turn them down right away." And that's their biggest complaint because it wastes their time but also...it's not fun to be told, "No that's not a good article." But what you have to realize is that it's not that it's not a good article it's just not suitable to this publication. And if you look at the instructions for authors you can get a pretty good idea. Not only do that, but read some issues of the journal. Get a hold of it and take a look at it. How long are the articles? If the articles are normally five pages long, don't send them one that's 15. The editor is going to say, "Blah." They will also tell you what kind of style manual to use--APA, MLA. Now if you submit the wrong style manual, the editor might say "This is a really good article. It just needs some little technical stuff, that's not a big deal." But they're also saying, "This person hasn't done their homework." So I kind of look down on that. But that's not as big a deal as writing something that's completely wrong for that journal. I've made that mistake. Everybody's made that mistake. It's a learning experience, hopefully.

Oh, one thing you will notice: If you take the same topic and go to *Library Lit* and look at how it's handled in different journals and you'll see--sometimes there's a very light treatment of it, or a very opinionated treatment. And other times it's a very scholarly treatment. So you can see

the difference there because it's very obvious what journals publish what titles.

That's kinda it of in a nutshell, what you do. It's work but it's do-able. And it's a learning process because once you do it the next time you do it, you kind of feel a little more confident. It's not easier. You feel a little bit more confident about what you're doing and that you know what you're doing.

Martha Earl: Does anybody have any questions for Betsy?

Audience member: What happens if you have a topic in mind, you search it in *Library Lit*, and you don't find anyone that covers it. How do you find a journal then?

Betsy Park: Maybe you need to go outside of *Library Lit*...one of the things that you hear more and more is that we speak to the choir. We publish so much in library journals and we're saying the same thing, well we've convinced those people. Maybe you'll find the topic outside. I keep telling people-- How many here are involved in instruction at all? Do you know about *Academic Exchange Quarterly*? It is a journal, a peer reviewed journal, a very serious peer-reviewed journal. It is full text, by the way, in the Gale databases, so you can see it there. Their whole idea is to get people started in publishing. They accept all types of articles. If an article that's really bad is sent to them, but they think it has potential, they'll assign you a mentor who will work with you to get that thing published. And it's not only librarians that publish there but it's all sorts of junior faculty. I was a reviewer for that for quite a while and I was surprised—well, it became pretty evident that the PhD does not mean you could write. [laughter] Some of the things that came out of biology and English were just as bad as anything I've ever seen in my whole life. But it's a very nurturing kind of process. And yet it's a very serious journal. They'll publish anything that has anything to do with instruction in the academic world. Yes.

Audience member: I think you're right that we get locked into just publishing in the library literature. [inaudible]

Betsy Park: I think more and more we need to get outside of publishing just in our own journals. Spread the word.

Audience member: When you referred to "library lit" are you saying that...

Betsy Park: I was thinking of the index, *Library Literature*.

Martha Earl: Thank you, Betsy. We'll take more questions at the end. Mark Ellis has been editor of *TL* since 2001. He is head of reference at the East Tennessee State University library. He was the associate editor of *TL* before becoming editor. His co-editor is Marie Jones. Mark will speak first, and then Marie. Mark came down here...he was not one of the people that grew up around here originally...

Mark Ellis: Actually, I was.

Martha Earl: He was in Chicago for awhile. But his speech has maintained its integrity. [laughter] He also has a PhD in Medieval German literature, which he got while he was up North. Mark?

Mark Ellis: I'm going to move over there because I have some show and tell. I went to Illinois to graduate school but I'm actually pretty much

from Carter County. So, I am “from around here.” I met my wife in Chicago and when we moved back to Johnson City, we had traveler’s checks, and the first bank I went to in Carter County when I took it to the lady, she said, “You’re not from around here.” [laughter] I was able to tell her that I actually was.

As Martha said, I am editor of *TL*, been editor since 2001 and if you haven’t thought about publishing in *TL* you can look at it in the [TLA web page](#) now. We aren’t publishing in print anymore. Since last year we’ve gone electronic, and I’ll give you some background on that. Well *TL* is *Tennessee Librarian*. It’s a quarterly journal of TLA. We publish articles about libraries in Tennessee. We publish articles about things that are of interest to librarians in Tennessee—something like the Patriot Act and how it impacts Tennessee libraries. We publish articles about collections in Tennessee libraries. We publish articles on best practices and programming. We do Tennessee library history. We have some of those. And we like research articles with a Tennessee angle to them. We don’t publish news releases. I send those to Margaret over there [pointing at Margaret Casado] who I just found out this morning that I went to high school with. So she’s actually from around here. [laughter] Every year we do a Tennessee bibliography that Eloise Hitchcock and Ed Frank edit. The Tennessee bibliography is a bibliography of books by Tennessee authors or books that deal with Tennessee. We also have a book review section and if you want to do book reviews, you can contact Eloise Hitchcock. I’ll give you our [contributors’ guidelines](#) in a few minutes—it has everyone’s addresses in it.

Now, I’ll give you a little background about *TL*. It’s been published a long time. We started actually in 1931. And it was called Tennessee Libraries in 1931, and it published until 1933, and then it picked up again in 1938 until 1947, and they had seven volumes in 16 years, so it was sort of intermittent. Since then there’s been a long tradition of *TL* being intermittent [laughter]. So anyway, they sort of decided to get their act together, and they published this [holds up first issue with the title Tennessee Librarian], and they called it the new series. And these first ones—one of the few perks of being editor of *TL* is you get a couple of big boxes of really old issues. We don’t have any recent issues—people ask for those—but we’ve got lots of really old issues. The first one here is 11 pages long. I’ll pass these around so you

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can look at them while we're all talking along the way. There are some well-known people actually in here. Of course, Frances Neel Cheney had a big part in this. She was editor of TL for several years. There's one issue right there that tells about a trip, some time she spent in Japan in 1951. There's an article about a five year plan they had for libraries in the late 40's. So there's been a lot of work. Most of the articles in these old ones are really reports of committees and convention-type things. Well, after a few years they started putting pictures in and some of these are really neat pictures. I'll pass these around. There are a lot of pictures of people at an annual conference all dressed up [laughter]. There was one that was really interesting where Mrs. Cheney says that she's going to -- she's editor and she's going to make sure that it's actually coming out quarterly, and that made me feel good. [laughter] There are a lot of people you may remember—people who are from around here. [passes around issues from the 50's and 60's]. The 50's and 60's issues are a lot alike.

There's one here from 1962 that has an automation convention that's kind of interesting, and there's one that has a picture of the new library at Memphis in 1969 that's a tower.



In the 70s and 80s they started to publish more research articles. There's one here I was just flipping through, the convention preview from '73, and it has a picture of Judy Krug. She's been here for a long time. She looks pretty much the same, though, if you look at her picture.

There were a few years in the mid-eighties when they didn't put the date on it so I'm sure the serials librarians had a fit with that.



In the late 90's they started to think about electronic publication because the print publishing got to be so expensive. The last year we did it, it was running over \$1000 to print it, usually up towards \$1500 and sometimes another \$1000 in mailing and so that's \$2500 per issue. So it got to be pretty expensive. There were also a lot of problems with doing it. When I took over as editor, I would e-mail it to the printer. We had a printer in Nashville who did a good job--it was a special arrangement through an employee of TLA. But I lived in Johnson City, and I wasn't in Nashville. I would e-mail a file attachment with the journal in it, and it went O.K. the first couple of times. I didn't get to see the journal until it got mailed to me, when it was mailed to everybody else. And then we started to notice really weird formatting problems. The first two times it was O.K., and then it got bad. It turned out that ETSU got a new version of Microsoft Word, and when they opened it up at the printer it got shifted all around. So we had those problems. And it got to be that I would actually lose sleep. Literally, I couldn't sleep at night about it. We lost our mailing status, so they started doing bulk mail, which meant that I was getting my issues, like, two weeks after people around the state would, because it would take that long for it to make it up to Johnson City. I even resigned the editorship in 2002, but I e-mailed my resignation, but the person I resigned to had resigned from her position. I wondered why I never heard back. [laughter] And so I decided I'd go on. I said what I'd like to do is make Marie the co-editor because she has a lot of web experience and web publication experience, and we

would be co-editors and split the work, and we'd have it go completely electronic. We did a survey to see what state library publications were electronic. Most of them are. Most of the ones, especially the ones that come out frequently, are. So we decided to do that. The first electronic issues were last year. Now, besides making it more convenient for us—one thing is that if something goes in and there's a mistake, we can go in and correct it after it comes out, and that's been a great help. So if something happens, we can fix it, we hope. But it gives us a lot of new possibilities because articles are in HTML so there's linking. You can move around nicely within an article, you can have more graphics—that was one of the big limitations of the last few years in print because it was hard to put any pictures in. We tried, but it didn't always work so well. And there's no printing and mailing, which is great. And it can be done in a more timely fashion. We've been able to get back on a schedule like Mrs. Cheney wanted in the early 50's—it's going to be quarterly, we hope, from now on.

We have some new features. We have a [weblibliography](#) every issue. Scott Cohen—I'm sure you've seen his interviews with Jim Rettig and with Carol Tenopir -- and so we asked him if he wanted to put those in *TL* and edit an ongoing [interviews](#) column, so we're going to have that as a regular feature. One of the other things which you may know about is that we like to get pictures of libraries, and every issue will have a cover picture, a nice picture of a library on the first page. We want all kinds of library pictures so you can send those. I'll hand these out in a minute to tell you how to do all that. [shows [Contributor's Guidelines](#)] And this conference, we're going to have a conference issue with as many conference papers as we can get, so if you do a paper here and you send it to us, then you'll also have a publication. *Tennessee Librarian* is refereed. We have a small group of editors that do that. And we're going to think about doing some special issues. One I wanted to do is a special issue on TEL and get people from around the state to send in their experiences using TEL databases. That is something that can be used to take to the legislators when they're deciding on funding every year. I'd also like to recruit columnists. Eventually, I'd like to get a columnist who is a school librarian, a columnist who works in a special library, one that is in a public library and one that's in an academic library. Or anything else that you want to suggest. We're really open to ideas. These are the guidelines that we've sent. [passes out [contributor's guidelines](#)] And, like Betsy said, it is *Tennessee Librarian* so if you send us an article about bookmobiles in Alaska we—unless there's a Tennessee connection—we really couldn't publish it. If you could prove that the bookmobile was made in Tennessee [laughter] that would be all right. But here are our contributor's guidelines. Look over them and work something up. Any questions?

Audience member: Just a comment. In the mid-eighties, we tried to transfer electronically the contents to the printer, and it was an absolute disaster. The issues for, I don't know, for maybe a year in the mid-eighties were just terrible. The printing was terrible. But we were doing it electronically way back then. It was not quicker.

Mark: Yeah, the web really is a wonderful thing. But I worried a little bit—are people going to read it? Because people read things on the web differently.

Audience member: I don't know how we did it...on disk, I suppose?

Betsy Park: I have a question. I remember I wrote an article for *TL* about who publishes what and kind of looked at some of these old issues, and I remember an editorial in one of the very first issues and the editor was saying, "We go to press tomorrow, and I only have two articles. I hope the rest come in." [laughter] And there was something about...a plea for articles coming in. Is that still true? What kind of response are you getting?

Mark Ellis: It's funny. When we get low on articles, something shows up, usually. I'll be thinking, "I hope we get something" and we do.

Usually, we are a little bit ahead of what we can do. Especially doing the conference issue has helped us go up.

Audience member: Something I was just thinking about: The presentation yesterday on “Why Students Use Google”—because *TL* is on the web, students using [Google](#) will be able to find your article, so there’s more dissemination than if it were still in print and it were just in *Library Lit*. Because *Library Lit* is a vendor...you know, you wouldn’t find the indexing for that on the web, nor would you find the article through the web.

Mark Ellis: In an article in [Salon.com](#) it talked about a new version of a thing like [Yahoo](#) and how they’re going to go deeper and maybe infiltrate into things that publishers have. So the articles are going to show up even more, probably, than they have.

Martha Earl: Mark’s partner in crime is Marie Jones. Marie Jones has been the Extended Campus Services Librarian at ETSU since 2000. Before then, she was Reference & Instruction Librarian at...Mus-king-gum...

Marie Jones: Muskingum College. I’m *not* from around here. [laughter]

Martha Earl: She was there for ten years. Her publication history includes a book, *Annotations: A Guide to the Independent Critical Press* which will be going into its third edition this summer. She’s also published in *The Reference Librarian*, *The Southeastern Librarian*, *Counterpoise*, *Journal of Library Administration* and *Bulletin of Bibliography*. She’s had chapters in *Distance Learning Library Services*, *Expectations of Librarians in the 21st Century*, and *The Changing Face of American Libraries*. She has web publications: *The Guide for New Distance Learning Librarians* for the ACRL Distance Learning Library section and probably a lot of other stuff. She is head of the TEL training program and is familiar with tutorials, and this is the first person I ever knew who actually knew what blogging was and could explain it to me. So I guess she’s into that 21st century librarian stuff. Marie?

Marie Jones: I have a couple of things I want to talk about. I want to second Mark’s call for papers for the proceedings issue. If you are presenting here—because we are on the web, we can do things differently--we can have some innovative kinds of formats in Tennessee Librarian and that’s true of articles for *Tennessee Librarian* as well as the proceedings issue. We’re sitting here recording our session today (no, I’m not going to make streaming audio out of it because I don’t want to listen to my own voice, frankly) but we’re going to print a transcript of the proceedings. So if you’re doing a session somewhere at the conference and you want to just take the PowerPoint and add notes to it. You can send me your PowerPoint file and I’ll convert it so it’s available on the web and I may tweak some things in it. But I want to play with the formats in this issue particularly. The same thing is true of the journal in general. There’s a possibility for more kinds of interactive pieces that aren’t just straight text. We’ve got room for pictures and maybe a little QuickTime video, or whatever other video formatted for the web. So there are some options there.

And I want to talk a little bit about publishing generally, picking up on some of the things Betsy talked about. You’ve got a whole variety of types of writing you can do. There are tons of possibilities. I started by writing a book. Now that’s just backwards-- but that’s where I started. And I did it by saying, “I want to write something that I care about”. And I care about alternative publications. I care about there being a broad range of publications available in our libraries. So I wrote this little publisher, the publisher of *Alternative Press Index*. And I said let’s do an annotated bibliography of everything you index so that people know what these publications are. And they accepted that. If you’ve got a big project in your head, a book project, don’t write the book and then send it out. Write a prospectus to a publisher that is appropriate for what you’re writing. I wouldn’t have sent a prospectus for *Annotations* to Macmillan. I sent it to a publisher where it made sense. I might have sent

it to Seven Story or one of the other small press publishers. Choose your audience, again.

If you're just dying to write but you don't care about tenure and promotion, then there...self-publishing on the web or self-publishing generally is fun. Writing a blog...ok what is a blog? I'll do the little definition: a blog is a web log. It's really an online journal but it doesn't have to be "Dear Diary today I..." It doesn't have to be something Bunny would write. It can be a professional web log. There's a really cool one done by a Tennessee librarian. I don't know who it is. It's infozo.info...www.infozo.info. And it's clear that whoever it is from Tennessee and is a librarian but I don't know who they are. And there's another one that's librarymonk.com and that's a UT student, I believe. But you can write about professional issues and really it's kind of a journalistic style. You write short pieces. I tried to blog once. I was a total failure as a blogger. You have to have enough time to do it daily or weekly or often enough. You have to write briefly and I'm not very good brief. And you put it in reverse chronological order...which I didn't do. Duh! Many Internet service providers have their own blogging tool. [Google](#) has its own blogging tool so that you can just type your little blog and it comes up in appropriate format as opposed to how I was trying to do it which was writing in html. So you focus on a theme in a blog. You update it often. You use first person opinion. It needs to be timely, brief, and just compact information because a lot of blogs publish what people respond to them. So if you write to something and somebody responds to you it becomes a conversation. And it's just a really cool way of being out there, if your goal is just to be a writer.

If you're on the other hand, is to be tenured, then blogging...Blogging is a great thing to do, but it's not going to help your tenure file unfortunately. Unless you've got a very innovative and cool department that you're working in. The great places to start include reviewing... reviewing for *Library Journal*, *Choice*, *Tennessee Librarian*. Reviewing is a great intellectual exercise and good writing exercise, because you have to write it with reviewing for other journals. I don't think, do we have a word limit? Ours are longer. So when you're writing for *Choice* or *LJ* for example you have to get everything into you know a hundred and fifty or two hundred fifty words depending on the journal. And trying to get everything to describe what you're reviewing in that space is really a writing exercise. It's a good one.

Conference presentations are a great way to get your ideas together, get some feedback on your ideas, and then take those ideas after the conference and write it up into an article. Also a lot of conference proceedings, and we've done this, [inaudible] the off campus libraries services conference. So if you do, you are going to present at a conference and the conference publishes their proceedings. Some conference proceedings get published multiple places. They might be a book; they might be in a journal. So you get multiple possible ones per one presentation. But conferences are a great way to get your ideas together. And don't forget to send your conference proceedings for TLA sessions to me, please. Because I really want this issue to be as complete for what's going on here at this conference as I can possibly make it.

Regional publications are a great place to start because they're not so intimidating. You know, I've never sent anything to ACRL. I'm scared. And I know that's silly, I should be able to but I...And if you do send it to a place that referees and sends you materials back...My first article never got published because I sent it out and they gave me all these comments and I wasn't...I didn't really want to make those changes. You have a choice. You either make those changes and publish in that journal or you take the same thing and shop it around to someone else that might be willing to publish that thing. What's funny is that years later after I didn't publish this article I saw the same topic in an ACRL journal. And it was like, "I wrote that article ten years ago". But it never was out there.

Look for calls for papers. The New Members Round Table of ALA has this great list [[NMRTWriter](#)] that is for new writers. And they get a lot of calls for papers posted on that listserv. Encyclopedia articles are a good place to start, too. A lot of our librarians are writing encyclopedia

articles. Two of my friends just got eight articles each to write for the *Encyclopedia of Counterculture*. They get ten dollars a piece for each one of those articles. That's one of the things that you seldom do get paid for doing the writing. So encyclopedias and other reference sources. Watch for those types of calls for papers. Watch TLA-L, even there sometimes. We'll post calls sometimes. When we're going to do a theme issue, we'll put a call out and say "We're looking for articles on TEL." So those are some of the ways you start publishing. And once you've got your name out there, not only do people come up to you and say "Oh you're the person that writes about new distance ed librarians..." You also start getting invitations to write for specific issues of journals. I just got a letter inviting me to write for *Internet Reference Librarian* this spring. , that's it. So, once you start getting those invitations it gets easier because it gives you an idea of what you might want to write. You've been asked to write about x for y. And then, you've got the idea, you just have to write it.

The writing process... make sure you have a buddy who can read your work and help you physically do the editing and proofreading. That kind of thing. Now matter how good a writer you are...no matter how well you write, it's important to have somebody who can edit. Because you don't see your own mistakes and you don't hear your own verbal mannerisms when you read it to yourself. I'll go back and read things and think "I can't believe I said that fourteen times." You discover that you use the same word. And if somebody else reads it they may point out what those words are for you.

Anybody have any questions for me?

Audience member: [inaudible question about calls for papers; do you just happen to get them from listservs, or is there a particular place to look?]

Marie: That's how I've done it. I have to admit, it's pretty random. I've tried searching for them and sometimes you can come with it that way. But that's why the New Members Round Table's list is a good group to be a member of 'cause at least it has in the past had a lot of calls. It's specifically a writer's list related to NMRT.

Martha: Well last, and certainly not least. Thank you Marie. Margaret Casado has been our TLA newsletter editor. She's published in *Computers in Libraries*, she does all those ACRL publications and she has published book reviews in *TL*, and there's probably a whole lot of other stuff that Margaret's done because she is so versatile. But I want to give her a chance to talk to you about the newsletter because that is one of the places where you can publish easily.

Margaret: And that's what I'm here for is not for me to tell you, but for you to tell me. First, let me *inform* about it. Right here it's in pdf format....Adobe, PageMaker that's it. And I send the PageMaker file to Deanne Luck, who's the retiring webmaster. And she mounts the pdf file. Soon, PageMaker is going to be taken off the market and we're going to have a new web person who will be able to look some other method of the electronic newsletter. It is entirely electronic, now. We don't mail out any papers to anyone except: Annelle Huggins will, when she sees there's a new newsletter up, prints copies for trustees and other people who don't have electronic access and have told me they would like to their paper copies still. So that's what's new about the newsletter. The way it is now, pdf file there on the Internet and I'm anticipating some changes in that. New software and web access because, like Marie said, there's just ever so many things you can do with web access that doesn't have to be locked into a pdf.

But I would like to get ideas from you. One thing we keep kicking around on the board is having regional reporters. So that people are

responsible for sending material from their section of the state. For example, when people send me items, I have it there to put into the newsletter. Sometimes it expires before I get them into it. It's no longer timely information. And I'll of course always know what's going on in Knoxville and the East Tennessee area. But I may miss out on a lot of big interesting things going on in Middle Tennessee and West Tennessee. So we have tried to come up with a way to get regional reporters who would send newsletter items on a regular basis. And as an idea. What you think about it? If you volunteer to be one?

Martha: This would look really, really good on those resumes. "Regional Editorial Board." We can give it a great title.

Margaret: If you know someone interested in doing things like that or is always on the grapevine, and knows everything going on, tell them to send me stuff, send me items for the newsletter. Of course I've sent it out on the listserv, but if we had some regular reporting mechanisms that's would be very nice also. I'll take questions also. I'll take questions or comments or if you have suggestions of people's names you want to...Give me a person's name and I'll track them down.

Martha: [inaudible]. You'd only have to submit things two times a year as a regional coordinator, and you'd just let us know what is going on in your area. [inaudible].

O.K., does anyone have anymore questions?

Alright. Thank you for coming.

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Web Design with the End User in Mind

Web Design with the End User in Mind

Jon Ritterbush
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University of Tennessee
at Chattanooga

March 19, 2004

Who we are...

- UTC demographics: 8,528 students
- Library demographics: 15 faculty, 16 staff
- Library users: students, faculty/staff, community, other librarians
- Web Committee members: broad representation of library employees and departments

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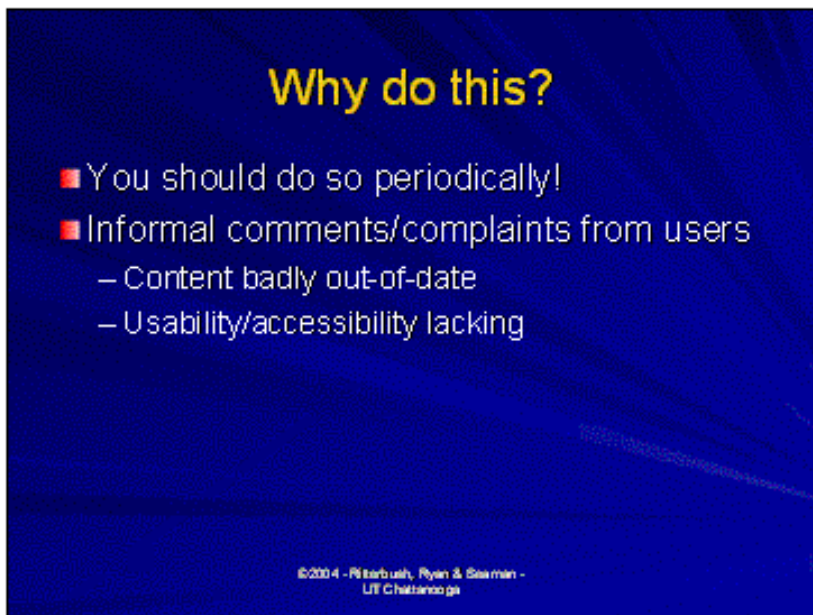
1. The University of Tennessee at Chattanooga (UTC) is a mid-sized, public institution. We have 7,200 undergraduate students; 1,300 graduate students. Undergraduate students comprise our primary user group, and we kept that in mind throughout the redesign process.

3. The list of our library users is in priority order – students, faculty/staff, community, other librarians.

4. The Web Committee consisted of five members (including the authors of this presentation). Multiple departments were represented in the make-up of the committee, including Reference and Instruction, Systems, and Circulation. Additionally, the committee consisted of both faculty and staff members. Some members of the committee were recent LIS grads (97, 99, 2000) which helped! Diversity of Internet experience levels is helpful in the design stages, not just the usability testing phase.



In December 2001, the Library Dean appointed a committee and charged the committee with assessing our website, revising and revamping it, as necessary.



1. All website developers should periodically review and update their website content. We recommend an annual page-by-page review of content and hyperlinks. Automated tools for these processes can help, but cannot replace a manual review. Inspecting your pages in the latest browsers is critical also, particularly if your site incorporates heavy use of JavaScript, DHTML, or other browser-specific features.

2. We had received a number of complaints from our users and our own staff:

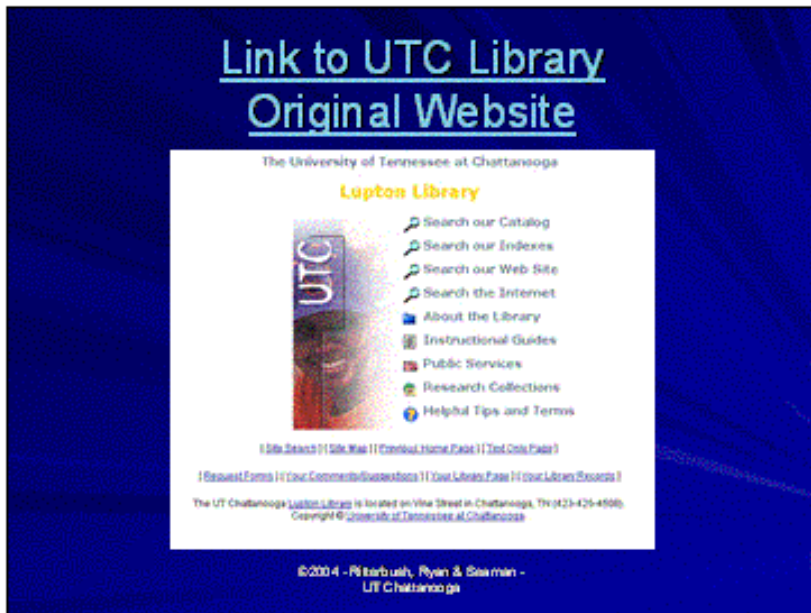
Timeliness: Content was badly out of date and duplicated across multiple pages. This can be a liability if your library has posted a lot of policies on its website!

Usability: Pages were slow to load particularly for dial-up users. Many pages contained dead internal and external hyperlinks or the hyperlinked text did not match the page's title and content. JavaScript glitches with the popup navigation menus on our homepage frustrated many users, especially those who were using newer versions of Internet Explorer. Numerous pages contained too much text – not well suited to

the reading style of Web-savvy users who typically “scan” a webpage for information rather than read it word for word.

Accessibility (ADA issues): The aforementioned JavaScript menus, use of HTML frames, and missing “alt” tags with images all presented significant accessibility barriers for users trying to view our website through adaptive browsers such as Kurzweil or JAWS.

Usability and accessibility issues on the original website can be tested at <http://www.lib.utc.edu/tla2004/aug02/>



3. Prior to the time the Web Committee was formed, there was one [overworked] person responsible for developing much of the content, as well as designing and maintaining the entire website. Between 2000 and 2002, several new web-savvy librarians were hired in the Reference and Systems Departments. This provided an opportunity to shift website management from one individual onto multiple departments who shared responsibilities and workload.

4. Also, prior to this time, we had no formal policies or guidelines on website design or content. These are necessary to help ensure that all content, current and future, remains consistent, regardless of its author.

Why do this?

- You should do so periodically!
- Informal comments/complaints from users
 - Content badly out-of-date
 - Usability/accessibility lacking
- Team-approach to website design & ownership
 - Change in staffing – addition of web-savvy, trained employees v. one overworked person
- Develop policy on website maintenance
- The Dean said so.

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5. Last but not least, our Dean said we needed to do this! And she was right!

Statement of purpose

- Support the needs of the primary users
- Simplify the tasks of the users
- Provide the library with a recognizable web identity (branding)



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One of the committee's first tasks was to translate the charge from the Dean into measurable outcomes and goals. The Statement of Purpose (mission statement) provided focus for the committee's work.

Our main concern was to support the needs of our primary users, so that they could get to important or frequently used information quickly and efficiently.

Additionally, we wanted to simplify users' tasks by helping them make good choices through predictable links, consistent patterns, jargon-free titles – things that the literature and our own experiences indicated were important.

Finally, we wanted a recognizable identity on our webpage that would also be used in our handouts, bibliographies, etc. This would help our users know who was responsible for the information they were looking at, but more importantly who to contact for help.

Goals: Content

- Up-to-date and accurate
- Concise presentation
- Clear, consistent category/link labels and descriptions
- Clear page title/content descriptions

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From the Statement of Purpose, three practical goals were developed: Content, Navigation, and Design/Aesthetics.

Regarding Content, as already noted, we had received numerous complaints about outdated and inaccurate information. This became our first concern in re-doing the website, so that we could remove the potential for leading users to misinformation.

A review of the literature indicated that web users scan and rarely even scroll. Our target was to use section headings, short paragraphs, and bullet points to enhance readability.

Removing library jargon, where possible, or adding explanatory notes, would help users navigate more efficiently. For example, a page entitled, "Electronic Indexes" was generally not understood by users with limited research experience. This link led to a page entitled, "Electronic Databases," causing more confusion because of lack of familiarity with the term "databases." Our solution was to label the new link "Search Our Databases," with an explanatory breadcrumb to "find articles from magazines, journals, etc."still using some library jargon, but describing it to help the user make the right choice.

The Web Committee did an extensive literature review on this topic to glean from the experiences of other website developers (including other librarians), from other usability testing, and from market studies. This helped us answer the following questions: How do users typically navigate a website? What navigation tools do they expect to find on a website? Where are those tools most often positioned on a page?

Our top navigation priority was to make content easier to find on our website:

Home page categories (e.g., Search Our Catalog, Search Our Databases, Online Forms...) and individual page titles were worded to eliminate "library jargon" and group common subjects together.

We added links to an internal search engine, alphabetical site index,

Goals: Navigation

- Literature review
- Ease of finding what you need
 - categories
 - internal search engine
 - A-Z site index
 - contact us link on every page
- Ease of return to critical elements of the web page
 - common navigation bars, header and footer
 - breadcrumbs

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and “Contact Us” pages at the bottom of every page. These three options should accommodate different types of users: the “Googler” who is accustomed to using a search engine, the user who might think like a librarian and prefer using an alphabetical subject index, and the user who wants a personal touch and would contact us about finding information on our site.

Our committee approved a common header, footer, and navigation bars to help users quickly access links to our homepage and search options. The use of navigational “breadcrumbs” on all pages, similar to Yahoo (i. e., Home > Library Services > Circulation), can also help users identify where they are positioned in our website in relation to other categories. Breadcrumb links are also listed on our new homepage underneath each main category. These provide direct links to deeper level pages and a sampling of what each main category contains.

Goals: Aesthetics/Design

- Good use of color and sensible visual elements
- Consistency in link color, page backgrounds, font selections
- Consistency in format and location of dates, addresses, contact info, etc.
- Include accessibility features in design and content

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The committee also set a goal of improving the aesthetics and visual design of our website, through the following objectives:

1. Exercising restraint in the use of visual elements including images, logos, animated graphics, background colors, JavaScript pop-ups and Flash movies. This will keep users from being overwhelmed with “eye-candy” which can distract them from finding what they really need.
2. Establishing consistency in color of hyperlinks, font face and sizes, and page background colors.
3. Establishing consistency in the formatting of certain text elements, such as dates, contact information, and capitalization.

Sensible use of visual elements can also add credibility to your website!

4. The Web Committee decided to redesign our site to be compatible with adaptive browsers, such as Kurzweil and JAWS, for use by the visually impaired. Including “alt” tags for all images will enhance the accessibility not only for users of adaptive browsers, but also for PDA and cell phone users. Because many users still prefer to read printed

copies of webpages, we also wanted to ensure that pages from our redesigned site could be printed on a typical 8.5 x 11 sheet of paper.

Benchmarking: The Good, The Bad, and the Ugly

- Looked at websites of peer libraries, large research institutions, other TN and GA academic libraries. Did not review non-academic library websites.
- Each committee member selected five library websites as examples of good and not-so-good websites.

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After we established our goals, the next step in the redesign process was to look at and analyze other academic library websites.

Each committee member chose five websites, including examples of both good and not-so-good web design.

We looked at research institutions such as Duke, Harvard, University of Texas, Johns Hopkins, and peer institutions, such as Appalachian State, Florida A&M, and Georgia College. Members shared and discussed how these sites fit our ideals of content, design, and navigation. We also looked for elements that might be common to academic library websites, to find a standard with which users may already be familiar.



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These are a few examples of the types of library websites that were reviewed. We concentrated on design elements that did a good job (or bad) with content, navigation, and aesthetics.

Comprehensive review of existing content

- Start with the home page and work down
- Some sections divided; others evaluated collaboratively
 - Update now!
 - Hide and update later for use on final site
 - Delete altogether
- Developed a core set of sections
(e.g. Search Our Databases, About the Library, Library Services, etc.)

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After the committee benchmarked, we then scrutinized our original website.

Each page of the website was either reviewed by an individual committee member or by the committee as a whole. As a result of this process, we made three determinations:

First, we identified and updated those pages that contained critical information about the library (e.g., library hours).

Second, we hid non-critical pages (by removing links to these pages) and prioritized them for later update.

Third, we deleted pages that had become completely outdated and were no longer accurate or relevant.

3. From the core set of sections, we laid out a map of which pages would go under each category. This step has ramifications for user navigation (how do users link down to a page starting from your homepage?) and site design (what do you name directories and files?).

Progress report to staff

- Committee presented new sections & navigation structure
 - wanted buy-in from departments
 - needed help adding and updating content
 - needed to involve the experts on content
- Section leaders were assigned to create or revise content for their departments

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1. One of Dean's charges to the committee was to gain support from the faculty and staff for its proposals. After about five months, the committee made a progress report to the staff.

Buy-in from the departments was important because, after all, the new website was representing the entire library, not just the committee.

The committee felt strongly that just as one person could not keep up with the content or design of such a large website, neither could the five committee members. Distributing ownership for various sections to the responsible departments would promote currency.

In addition, since the departments were the experts in how their operations worked, their involvement in content development would promote accuracy.

Create content outline and guidelines

- Outline of recommended subcategories was provided to section leaders by committee liaisons
- Guideline document
 - Things to think about when preparing content
 - Preferred format
 - Deadlines

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2. To involve the departments in creating or revising content, we assigned departmental section leaders who would write the content themselves or involve others as necessary. Each section leader also had a committee member as a liaison.

1. The committee outlined recommended categories, but gave section leaders, as content experts, discretion in changing them. An example of these categories is available at http://www.lib.utc.edu/tla2004/sample_structure.pdf

2. Guidelines on formatting these pages were also provided (e.g., keep paragraphs short, use bullet points, etc.). The complete list of guidelines is available at http://www.lib.utc.edu/tla2004/leader_guidelines.pdf

The guideline document set an August 1 deadline for our section leaders to return their content to the committee, which turned out to be too ambitious.

As our committee waited for content to be returned from the section leaders, we completed design work on the new website template.

This new template incorporated navigation-bar hyperlinks to the library's homepage, OPAC, electronic databases on every page below the homepage. Links to an internal search engine, site index, and "Contact Us" page were also built into the footer of every page.

2. The new template would also feature our new library logo and university colors.

Even with a template finalized by the end of July 2002, our committee realized that we would not have all our content returned and converted to HTML in time for the start of the fall semester in mid-August. We

Create design template

- All pages have consistent look and navigation methods
- Incorporate "branding" of Library with new logo

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decided to prepare an "interim" site that would fix the most critical navigation and usability issues of our original site.

Homepage Evolution: Original to Interim

Original Homepage



Until August 2002

Interim Homepage



August - December 2002

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We launched an interim site in mid-August 2002 which featured the following improvements:

Renamed main categories.

Began shifting pages to the same categories that would be used in our final/current website (5 of the 7 categories on interim site would appear on final site)

Eliminated JavaScript pop-up windows from home page

Added breadcrumbs to home page

Added common header/footer to many pages, with links back to the library's homepage and UTC homepage, and an e-mail form.

For an example of the interim site, please see <http://www.lib.utc.edu/tla2004/jan03/>

HTML "conversion immersion"

Designated an Input Team:

- Dreamweaver® training
- Convert text to HTML
- 72-90 staff hours among 3 librarians, ~200 pages, mid-Nov. to mid-Dec. 2002
- Bad pizza in a locked room
- "Consistency checklist"
- Final check: Cross-check others' input

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As content began rolling in from our section leaders, our committee prepared for "conversion immersion" – transferring text from Microsoft Word to HTML.

Macromedia Dreamweaver was fairly new to all of us, so we took advantage of an introductory training class on Dreamweaver at UTC.

Three committee members (Chris, Priscilla, Jon) converted the content from all departments. Text was copied from Microsoft Word into Dreamweaver templates, and formatted with page titles, section headings, breadcrumbs, and hyperlinks.

It took approximately 72 to 90 staff hours to convert over 200 pages. Most of this effort was completed between mid-November and mid-December 2002.

2. We found the best way to do this work was to sequester ourselves in an instruction classroom for several hours at a time. As questions came up, the three of us could then confer and develop consensus.

3. Our team also developed a consistency checklist to help us as we converted this material. This checklist is available on our website at http://www.lib.utc.edu/tla2004/final_content_check.pdf

4. At least two of us checked every page for spelling or formatting errors, and broken links.

Technical Tools of Benefit

- Software tools we used
- Use of server-side "include pages" & Dreamweaver templates
- Atomz.com for internal search engine
- ADA accessibility checkers

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1. We used Macromedia Dreamweaver to convert and manage our website. Dreamweaver is more expensive, but better geared to use with large websites. FrontPage works just fine for small-to-medium sized sites (<100 pages), and can be considered more user-friendly.

2. On our UNIX/Linux server, we used Dreamweaver templates and server-side include pages (SSI) to maintain consistency throughout the new site. This eliminates duplication of HTML code, and if we decide to add another link to the header or footer, the change can be made in just one file instead of 200+ pages. FrontPage and Microsoft Internet Information Server (IIS) will also allow you to accomplish the same objectives.

3 Atomz.com is a free and fully-featured search engine tool that can be used to index up to 500 pages of a website. Atomz.com also allows website administrators to customize the search results display, and automatically sends weekly search reports indicating what users are searching for.

4. We used several tools to scan across our site for accessibility issues, such as missing image "alt" tags, to ensure that our site met all Section 508 and W3C Priority 1 Accessibility standards. To help check your own website, we list a few software tools and websites on our bibliography at <http://www.lib.utc.edu/tla2004/bibliography.pdf>

We uploaded the new site during the semester break, so any final changes or problems could be addressed before the start of the spring semester. This also gave our reference & instruction librarians time to adjust to navigating this new site ahead of most of our users.

Forwarding pages were placed on our server to redirect users linking from old bookmarks or outdated search engine listings to the new location of a particular webpage.

We double-checked that Yahoo, DMOZ, and other web directories had indexed our site, and we requested that our site be re-indexed wherever appropriate or available.

Transition at Launch

- Uploaded new site Dec. 20, 2002
- Forwarding pages
- Registering with search engines

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See <http://www.lib.utc.edu/> to view our current website.

Homepage Evolution: Interim to Current

Interim Homepage



August – December 2002

Current Homepage



Since December 2002

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Publicity

- Promote and Train
 - "Get Connected" (January 21-24, 2003)
 - Library Instruction classes
 - Reference Desk
- Announce & Publicize
 - Announcement on the university-wide listservs®
 - Announcement on "What's News" section of new website
 - Announcement in student newspaper

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At the beginning of the spring semester, the library sponsored a week-long event to promote the new website and new library services and resources. (e.g., circulation self-check machine, wireless laptops, ILLiad interlibrary loan system, public plug-in network ports, new public PCs). Librarians gave demonstrations of new website features; we had raffles and give-aways to entice the campus community to come to the event.

Lupton Library has an active Library Instruction program, which gave us a built-in venue for promotion and training. We teach approximately 250 classes per year, reaching approximately 5000 students.

The Reference Desk was another natural venue for promotion and training of the new website; reference librarians could demonstrate use of the new website as users asked questions.

2. In order to reach as many users as possible, we publicized our new website in a variety of ways.

UTC has student and faculty listservs®; we put an announcement on both, as well as on the library's website itself, and in the student newspaper.

The committee tested the original website in May 2002, and the new website in April 2003.

We developed test questions based on known problems with the original design (e.g. problems brought up during Library Instruction and/or at the Reference Desk).

We used the same set of questions for both tests. These questions did not test vendor database interfaces or our online catalog interface, since these were not part of this phase of our re-design.

Prior to the test, we emphasized that we were testing our *site*, not the *skills* of the participant. We also asked participants to complete a brief survey describing their level of experience using the library's website

Usability Testing

- When we tested (May 2002/April 2003)
- What we did
 - developed a testing plan
 - wrote script/questions to be asked
 - chose location
- Whom we tested
 - 5-6 people including faculty/undergraduate students/high school seniors/local librarian
- How we tested
 - used observe and record method; asked participants to "talk aloud"
- How we used the results

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and the Internet.

We conducted testing in our Library Instruction classroom, which provided a quiet environment, free from interruptions. An LCD projector allowed observers to watch and record participants' steps in response to our questions.

3. We tested a cross-section of users.

4. We used the "observe and record" method of usability testing in which participants were asked to "think aloud" as they navigated our site. We also videotaped the projection screen during each session. We did not time participants, and we offered the option to quit searching if a question proved too difficult to complete. One facilitator interacted with the participant while two observers recorded the steps each participant took.

5. Based on problems observed during the first usability test (May 2002), features in the new website were added or removed accordingly (e.g., added breadcrumbs, removed pop-up JavaScript windows).

Sample Quotes from Usability Testing

1st Usability Study (Before):

- "Pop-up windows never work for me."
- "There are too many choices."
- "The pull-down menus are confusing. Too much reading in a small space."
- "[You need] simplicity. Not so many words."

2nd Usability Study (After):

- "Love the headings and wording underneath—gives so much help as to where to click."
- "Links 'About the Library' and 'Library Services' are confusing"
- "Need bigger search engine sign."
- "Breadcrumbs are great."

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1. A common complaint from users about the old site was that pop-up windows didn't work, particularly from off-campus. A high school user suggested that our site needed "simplicity," and much of the literature we reviewed underscored the importance of this.

2. We were pleased to have positive comments after the second usability study. Many of the navigation and usability issues identified in our first study seemed to have been resolved, particularly through the use of breadcrumbs in our new site.

How to pull this off

- Well-balanced array of team members including librarians and staff
- Distribute ownership, responsibility to section leaders
- Allow flexibility in timeline
- Does your institution already have a website style guide or template?
- At every important juncture ask, "Does this help our users?"

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This is what worked well for us:

Our committee was composed of both faculty and staff from a variety of library departments, which gave a well-rounded perspective.

2. We gave a PowerPoint presentation to all library faculty and staff and provided a list of guidelines to section leaders. In this way, we distributed ownership which fostered buy-in and improved the final product.

3. Our initial launch date could not be met and we chose not to launch the new site in mid-semester. Establishing an interim site gave us the flexibility to complete the redesign at a realistic pace.

4. UTC does have a website style guide, but this is not strictly enforced. We incorporated significant points from it, e.g., providing contact information, identifying university in footer.

5. We kept the ultimate goal in mind throughout this process: "Would our changes make the site more usable?"

What would we do differently? What did we learn?

- Determine need for IRB (academic libraries only?)
- Conduct anonymous survey, more usability testing
- Use a few more graphics, photos, visual elements?
- Incorporate dynamic page and font sizing
- Provide a design template to section leaders to aid visualization

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Individual institutions should check whether there is a need for Institutional Review Board approval (for human subject testing) before conducting various types of surveys or usability tests.

2. Using a combination of surveys and usability tests before and after the website redesign can help benchmark and measure success in improving the site – even before you launch the new site.

3. In the future, we might consider additional visual elements to help users identify key content or other navigation options.

4. In the next version of our website, we'd like to incorporate a template that dynamically adjusts to the screen size of the user (PDA/cell phone screens to 1024x768 or higher) and also allows for dynamic font sizing.

5. If we had it to do over, we would have a design template prepared

earlier in this redesign process. While our committee members could visualize our new site design, we had difficulty communicating this “vision” with non-committee members, especially section content leaders.

What's next?

- Revamp databases page & special collections section
- Third round of usability testing
- Another round of content review
- Rotation of committee membership
- Explore use of content management system

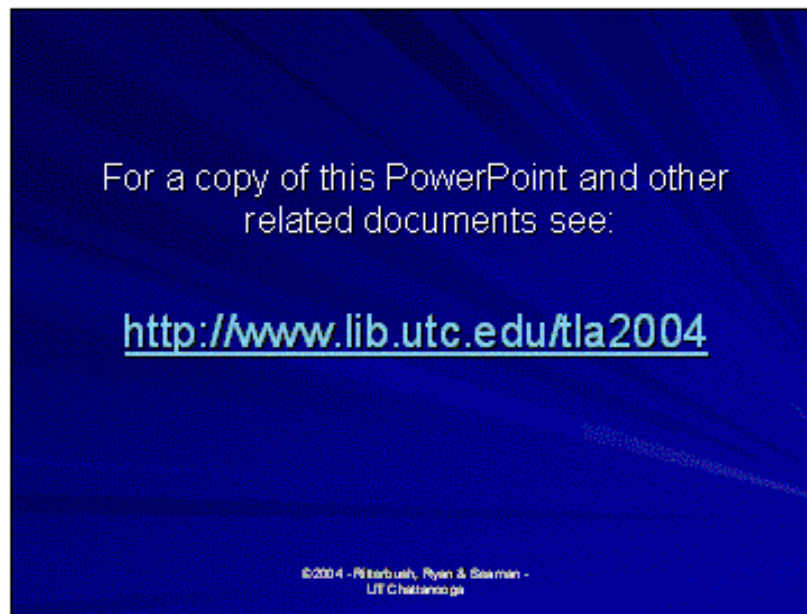
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A few sections of our website require their own “identity” because of the nature of their content.

3. Reviewing content is an ongoing process and part of good website management.

4. Rotation of our Web Committee membership to include new personnel would bring new insights to the ongoing process of maintaining and improving the website.

5. In the future, we might use a content management system to maintain the website, similar to Blackboard or WebCT. If, for example, your Circulation manager needed to post a change to the library fines page, he or she would login to a web form to make the appropriate change. This system could help further distribute ownership of the website and better ensure accuracy and timeliness of content. The downside is that consistency and collaboration across sections of the website might be jeopardized (i.e., everyone does his or her own thing).



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What's in a Name? Creating Local Tennessee Headings for your Library Catalog

Do you struggle when you have to deal with headings for local Tennessee names (personal, corporate, conference, geographic, etc.) that are not in an authority file and not yet established in your – or anyone else’s – catalog? The TLA Technical Services Round Table is working on a Tennessee Name Authorities (NACO) Funnel Project for the “Volunteer” state. (A NACO funnel is a group of libraries that join together to contribute authority records to the national authority file. Often these libraries are working in the same subject area, such as music or law, but they may be regionally based, like the Ohio funnel and the Virginia NACO Project.)

Tennessee librarians cooperating to establish, share, and maintain Tennessee headings was the subject of the Technical Services Round Table business meeting at TLA this year. Ideas for sharing headings that were discussed include (1) a cooperative Tennessee authority file or database, (2) an “authorities” Website, (3) an e-mail distribution list or listserv, and (4) a Tennessee NACO funnel project. The University of Memphis, which had started the NACO application process, volunteered to host the funnel; and Mary Charles Lasater, Authorities Coordinator at Vanderbilt University, is available to provide training and review authority records contributed by participants. Those interested may contact Linda Behrend (behrend@utk.edu), Chair, Technical Services Round Table, for further information.

In conjunction with the business meeting discussion about a cooperative effort for establishing and sharing Tennessee headings, the Round Table sponsored a program featuring Mary Charles Lasater, Authorities Coordinator at Vanderbilt University, who spoke on “What’s in a Name: Creating Local Tennessee Headings for Your Library Catalog.” She described for participants the benefits of a funnel project, the NACO requirements for forming a funnel, and the work involved – all the while providing interesting examples of challenges in establishing headings and creating authority records. The text of her presentation follows:

What’s in a Name?

Mary Charles Lasater

Take mine... Mary? No, I am Mary Charles. I was called Mary Charles in school because there were three or four girls named "Mary" in every class so it helped the teachers to use both of my names since they were easily available. As catalogers we look for ways to 'make distinct' each person's name.

One current rule for catalogers is to respect the author's wishes. We attempt to do that when we use the form of name we find on the title page of a book. Under previous rules (that a few of us still remember), catalogers were required to search each name to find the most complete form including birth and, if appropriate, death dates. Since about 1980, we have simplified our lives, cut out lots of research and use the form found on the title page. Sometimes you will even see birthdates disappear from entries in the catalog, since authors sometimes ask to have their date of birth removed. Last summer, I was working one Saturday when a slightly amused reference librarian entered the workroom. He had angry alum on his hands. His middle name, Darrell, had been misspelled on the record for his thesis written 20 to 30 years ago. I chased him down (literally down the steps) asking for a little more information and was able to correct his bibliographic record and his authority record that had been created by the Library of Congress from our NUC information. Our alum left happier.

People do care about their names and authors do care that their works are attributed correctly. We (and I refer now to the Cataloging and Authorities Team at Vanderbilt) frequently e-mail authors asking for clarification and more information. Usually the response is appreciative. I've never had an ugly message back. Since we began participating in NACO in 1995, we have created over 10,000 NACO authority records. We average about 200 per month. It is an easy and efficient process for 90% of those records. I am also a NACO trainer so my bias is for the enthusiastic Tennessee people here to contribute authority records to NACO probably through a NACO funnel.

There are many ways to participate. The other 10% of authority records that do take some time includes a governor's wife that I set up in January. I encountered an entry for Austin Peay in our catalog and realized that he didn't yet have an authority record. I went to the shelf for the title, since NACO authority records are created with 'piece in hand' not from index entries in catalogs. His dates were in the piece so his authority record wasn't any trouble to 'set up'. However, his wife was also an access point on that catalog record, and she didn't have an authority record either. She took more time. The way her name appeared on my piece did not agree with the description on the record at the Library of Congress. Her death date was not readily available either. My liaison at the Library of Congress advised me to treat her as a 'historical figure' since she was not primarily known as an author. That meant I could use her name as it appears in reference sources. To make a long story short, I contacted the Tennessee State Library and Archives and they provided the information I needed (and wanted) to create her authority record.

So if you are interested in participating, it could be as a resource for such information, at least until you get 'the bug' or have access to a utility and an easy way to create NACO records. I can see a list of people to which an e-mail for help goes out, as a very easy 'first step'. My life would have been easier if I had known whom I could contact at the state library. I didn't 'have' to have her death date, but the most frequent complaint I see is that we don't provide birth and death date information, so when I can, I prefer to close dates. Once the authority record is created, NACO participants are advised not to add death dates to existing headings. The reason is that Bibliographic File Maintenance (BFM) is expensive. This was a Tennessee historical figure, as a Tennessean, I felt some responsibility to do a little more research and make it complete.

Going through a list of personal name subjects without authority records, I recently encountered the name of a University of Tennessee president, Brown Ayers. I would like to use an e-mail list to ask if someone at the University of Tennessee would like to set up his authority record. While preparing to talk to you today, I was curious about the number of conference names without authority records. Searching, I

found proceedings of the 5th Tennessee Water Resources Symposium among others, but actually the number was fairly low. Instead of feeling that we are doing authority control for all of them... that could mean that catalogers are not tracing the conferences or that cataloging is not being done for a proceedings of meetings. With proceedings being posted on the Web and publishing taking place in ways other than paper, we might be able to provide more access to these.

Some of the most complicated authority records that we create and revise are for the names of our institutions. I still need to research and/or check further into "East Tennessee State" which has been sitting on my desk as a problem for a long time. One of the other catalogers recently worked on Southern Adventist University authority records. When I 'encountered' this, I wasn't particularly happy. I grew up in Chattanooga, and my mother, a home economics teacher (a graduate of UT) had student teachers from this institution. The authority record form of heading for the institution at that time was "Southern College". There was no qualifier (place name) and that wasn't what we called it. I ended up creating several more authority records, communicating with CPSO about changing the heading for Southern College, which Bob Hiatt did... so you see DLC appearing on many of these after TNJ (that's Vanderbilt= Tenn. Joint Univ.... another story about authority records), and finally having to use the convention [no pubs.] to show why I didn't create more authority records.

If we could each be responsible for our own institutions, checking out at least the main headings for published items, and helping with the background research, we would really be helping each other. Perhaps we could find publications by or about the names so that we could set up complete runs of authority records. These do take time and 'getting it right' is complicated. Sharing this work would ease the burden on all of us. Certainly this is another place where an e-mail contact list when we encounter a problem would be extremely useful.

Not all of the 'names' that we encounter are NACO heading candidates. Some are 'SACO' and as of this moment, that program is not restricted. Any cataloger can participate as long as they follow the Subject Heading Manual instructions. A recent example that I worked on was Percy Priest Lake. The official name is J. Percy Priest Reservoir (Tenn.), and it was added to the LCSH file in 1991. What bothered me about this is that it did not have a cross reference from the form that we in middle Tennessee use. It was under "J" and there was a reference from Priest Lake, but not Percy Priest. I used the 'change request form' at the SACO site. I found a Web source using Percy Priest to justify my request for another cross reference (451).

Names of rivers and mountains are also SACO. The Division of the World guidelines are available at the NACO Website; a handout provided shows this URL. People frequently mistake the names of buildings (SACO, not NACO) and sometimes authority records disappear from the names file and fail to get established as subjects. One river that I want to 'get to' is the Harpeth River which runs at the back of my subdivision. It appears as a subject in our catalog, and there is not yet an authority record. This is one that I feel guilty about, but setting up rivers is complicated and I know that it will take some time.

One of the most important things to remember when you create an authority record is to document your work, particularly, document to justify your choice of headings and references. Another person should be able to trace your steps and understand why you did what you did. Particularly when you work in a funnel, with a coordinator or a reviewer if you are working toward NACO independence, the person reviewing will have a much easier time working with you, if you document by using the note areas (670's).

Before I was a NACO participant, I was an authorities person, and the biggest change for me is that now I make fewer cross references. Why? We don't make a reference for every version of every name. Unless called for by AACR2 rules or the RI's (Rule instructions), you must justify them by usage (not headings) or by research. Why? Headings and cross references cannot conflict. {Normalization} That means a

'see'=4xx cross reference cannot be the same as a heading. Sometimes we have to change a 4xx to a 5xx to keep this from happening, but it is not allowed. If we make every possible reference, it will be a problem much more often. We must ask what references will help our patrons.

There are many Tennessee names that have not been established. Many of you have in house authority files that provide much of the information needed to create them. Those sources can be cited in NACO authority records. A search of the Library of Congress catalog under "Tennessee Governor" shows several that do not have authority records. When I searched Acorn (Vanderbilt's catalog) I was surprised that Governor McWherter's had not been created. The title in our catalog is not readily available to me, but I would bet many of you have items that could be used to create his "governor" authority record and possibly modify his personal one. I know his name as "Ned Ray". His authority record created by the Government Printing Office is "McWherter, Ned R., 1930-." A reference would not affect primary elements, but a note about his name could easily be added to the authority record. Primary entry elements are explained in RI 26.2.

I am biased toward NACO, because I believe it is not that hard to do and allows the greatest participation and sharing of our work. I am not, however, oblivious to some of the drawbacks. You do have to have "piece in hand." In these days of Website cataloging or E-book cataloging piece in hand is iffy at best. You can catalog and create authority records for these titles. This means, if you are cataloging a website for a corporate body and plan to add access points, you can create corporate body records per AACR2 and NACO instructions. There are times, though, that there may be "holes" in your run and you might want to use the "no pubs in convention" and not create matching authority records for all versions of the corporate body. In your own local files, this would be easier to do. A NACO funnel will also require review by a coordinator. That review process is a good thing for a shared file, and each independent NACO contributor has to go through review. Even though I have taught the five day NACO training course several times and served as a coordinator and reviewer of authority records for nine years, I am still learning. A funnel participant's contributions may always be reviewed. The review can cause some hassle factor with vacations, other demands on time, etc. Your reviewer may not be able to get to your records in as timely a manner as you would like. For current cataloging that means some of your NACO records could be duplicated by another institution, and your work would be lost. If you are creating authority records for Tennessee names you will rarely be duplicated.

NACO training does take five days, but funnels are allowed to customize that process. I already do this for our in-house training. By customize I mean we could do the first two days in one session, and the other days in one day sessions. Each summer or spring break or possible TLA meeting, we could have sessions addressing specific topics so that people who join as new participants or that join our library staff, could get the training without investing a full week. Tennessee is a long state, and traveling from Memphis to Johnson City or Chattanooga takes a full day. I could, for example do two days of funnel training sessions each summer in Nashville. I usually conduct training every year or two anyway for our new cataloging staff. If we were able to coordinate other days of training with meetings you normally attend, funnel participants could more easily complete and/or update training.

An intermediate possibility between a simple e-mail contact list and NACO funnel participation would be a Website such as I've seen used to do authority records. The University of Tennessee at Chattanooga, Lupton Library, has a site for the Fellowship of Southern Writers. I am no expert on Website development, but some of you might find creating such a site that others can use to be easier and more convenient. The drawback is that another NACO participant will need to find your site and use your information to create the authority record. This means duplication of effort and loss of control. Your contributions will not be seen in the national authority file.

Today we are talking about Tennessee names, and there are many authority records that need to be created and modified for both names and subjects. However, if you choose to participate in NACO, I hope you will not limit your contributions to just Tennessee names. My reason

is that you will want to do some of the easy stuff, the authors on your books you are cataloging, or subjects of those books. If you only work on the difficult 10% your impression of NACO and SACO will be that it takes too much time, too much research, etc. It will be a new skill, and for most of us, that means doing it... not just sitting in a training session and then doing one record every month. That level of participation will not allow you to acquire the confidence and skill to be a confident creator of authority records.

Other states have NACO funnels, Ohio, Virginia, Vermont... to name a few. I checked with a colleague who has been acting as a funnel coordinator for a number of years, and he indicated that it is not much more difficult than reviewing for other libraries. Tennessee is in a pretty good position since I am trained to conduct the training, we have the University of Memphis that is willing to start the funnel as well as begin their own NACO participation, and I have been given permission from Vanderbilt library administration to support the program as a coordinator as needed. The catalogers at Vanderbilt, including myself, have always been supportive of cooperative efforts which you can see in our NACO, SACO, CONSER participation and training support. In reality, a part of that is self-interest... if you will do the authority work for your own institutions, names, etc., we won't have to do it.

I have touched on a number of points: You create an authority record for a person using the form used on a title page, or if it is a historical figure, the one you find in reference sources. You document your work using notes. You make cross references called for by the rules and per usage. You have to pay attention to "normalization" and primary entry elements. If you wish to create an authority record for geographic names you have to decide whether it is a name or a subject and follow the appropriate instructions. Corporate bodies may require that you create more than one authority record.

About the Author

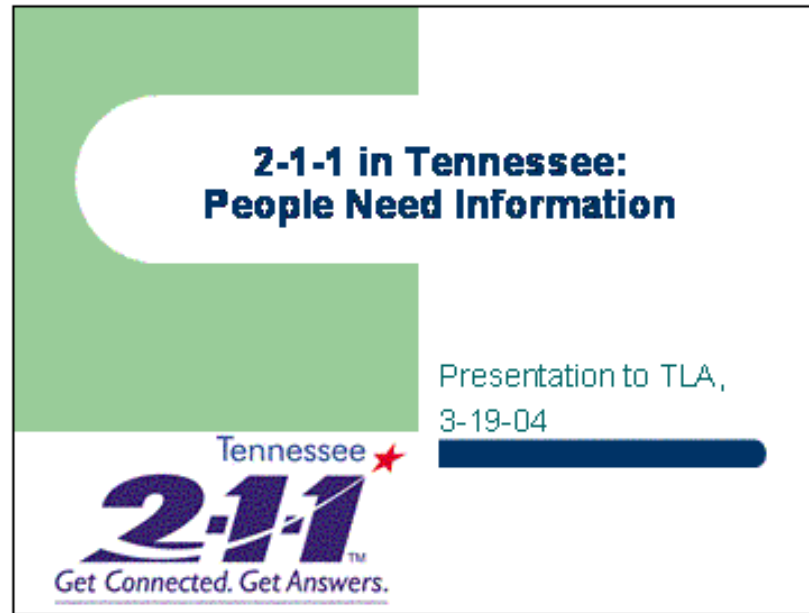
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Libraries and 2-1-1: A Great Way to Serve the Public





2-1-1 Can Help

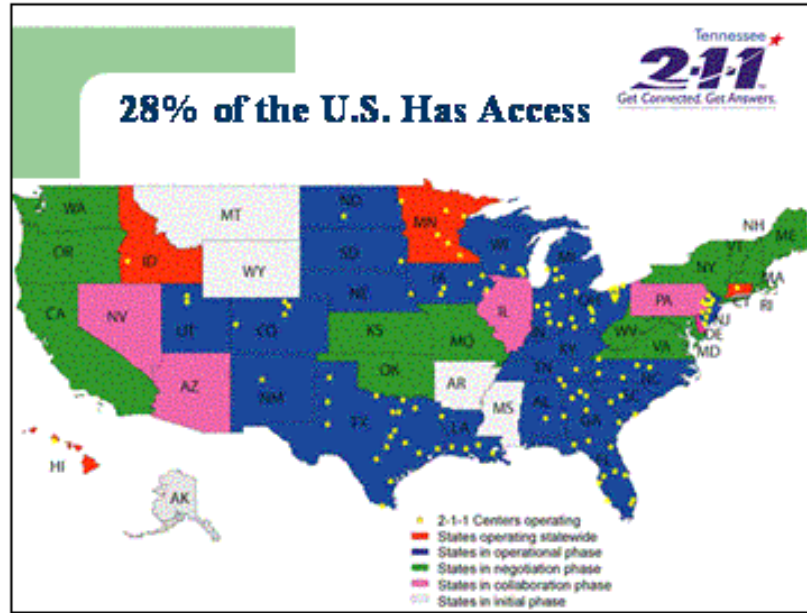


- Every day people come to the realization that they need help
- They call agencies, government, congregations, 9-1-1, 4-1-1: eight calls on average before finding the right program



What's 2-1-1?

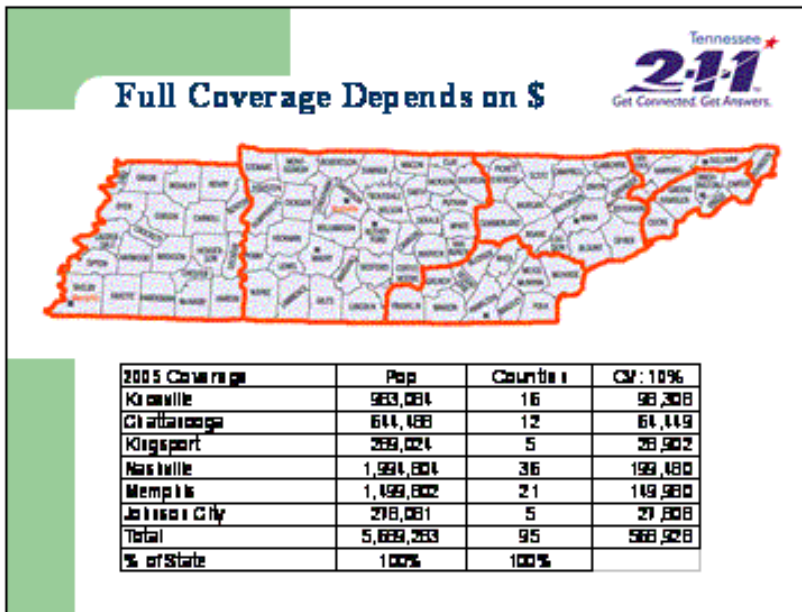
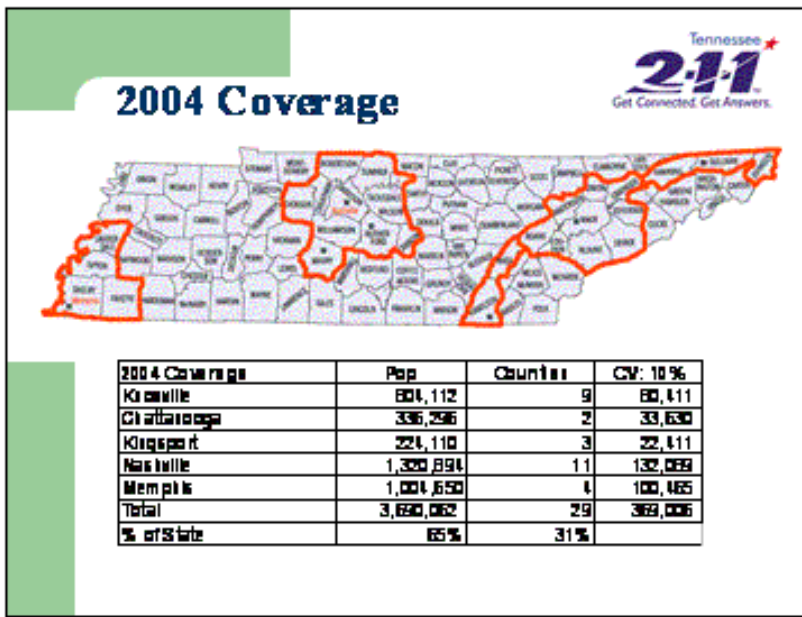
- An easy-to-remember phone number
- Helps people find health and human services
- No IVR (press 1 for x, press 2 for y)– connects immediately with an expert, nationally certified, Information & Referral Specialist
- Reserved for HHS I&R by the FCC in 2000
- Helps communities rebuild after a natural disaster or terrorist attack



Current 2-1-1 Coverage



Current Coverage	Pop	Counties	CV: 10%
Knoxville	604,112	9	60,411
Chattanooga	336,296	2	33,630
Knoxport	224,110	3	22,411
Total	1,364,518	14	136,452
% of State	24%	15%	





Who pays for 2-1-1?

- United Ways
- Federal funding: Food Stamps, Bioterrorism
- Corporate Sponsorship
- Local foundations
- Faith-based organizations
- Local government: Knoxville, Charlotte
- Federal funding: Calling for 2-1-1 Act



How does 2-1-1 help communities?

- Less staff time spent on I&R
- Less staff time spent on ineligible applicants
- Data gathered helps us spend money wisely
- Fewer non-emergency 9-1-1 calls
- Demographic data for grant applications
- Health issues: STD's, vaccinations, West Nile
- How can I **give** help?



Timeline

- Nashville in May
- Memphis in October
- Full statewide coverage depends on funding

- Questions: Doug Fluegel, 780-2430 or doug.fluegel@unitedwaynashville.org

Libraries and 2-1-1

A great way to serve the public

Why should librarians provide information on community services?

- Part of our library mission to provide information “to satisfy the customer’s need to know.”
- Public perception as “information center”
- Accessibility and convenience
- Lack of stigma for customers using library services
- Source of reliable, unbiased information
- Librarians’ professional expertise in collecting and organizing information
- Commitment to making information available to all
- Commitment to serving all residents in service area
- Supporting reference collections
- Information available in multiple media, technologies and languages

- History of Community I & R services in libraries

And most important...

■ Librarians!

Librarians have professional expertise and training in

COLLECTING
ORGANIZING and
DISSEMINATING

all types of information so that it can be easily used by the public.

How is 2-1-1 different from existing community I & R services?

- Collaboration essential
- National standards
- Specialized training
- National certification and accreditation
- Coordinated on state and national level
- Designated funding possibilities (state and federal legislation)

How can libraries get involved with 2-1-1?

- Educate
- Evaluate
- Collaborate
- Advocate

Educate

- Educate yourselves, your administration and your staff about 2-1-1.
- Educate yourselves about the historical role of libraries in providing Community Information and Referral services.

Evaluate

- Evaluate your library role and commitment to 2-1-1 in light of your mission, goals and resources.
- Evaluate the status of 2-1-1 in your area.

Collaborate

- Reach out to other agencies and organizations which may also be interested in 2-1-1.
- Join I & R organizations working on 2-1-1:
 - AIRS and TNAIRS
 - United Ways of America and Tennessee
 - Local organizations
- Link your planning to what's going on statewide and nationally.

Advocate

- Support 2-1-1 funding initiatives:
 - National - "Calling for 2-1-1" Act
 - Tennessee - SB 2885 and HB 2883
- Work to help 2-1-1 become reality in your area.
- Advertise your commitment to 2-1-1 to your staff, board, customers, volunteers and media, because...

Resources for Libraries and 2-1-1

- National 2-1-1 Homepage
<http://www.211.org>
- Alliance of Information and Referral Systems (AIRS)
<http://www.airs.org>
- Tennessee AIRS (TNAIRS)
<http://www.211tn.org>
- United Way of America
<http://national.unitedway.org>
- PLA Community Information Services Committee
Contact Timothy Rogers at rogerst@jocolibrary.org

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Introduction

In 1998, Memphis-Shelby County Public Library & Information Center was faced with the dilemma of replacing two aging, inadequate mobile service vehicles that had served the County's rural and economically disadvantage populations for many years. During those years of service, the Library had aggressively funded the construction of branch libraries and service, collection and technology enhancements to meet the needs of a rapidly urbanizing environment. To that end, the Library has been extremely successful: 22 Branch locations and a \$57 million, state-of-the-art Central Library. Many of the branches were placed in community empowerment zones, in effect reducing the obstacles to access due to a lack of transportation. The Library, through its progressive vision, has succeeded in meeting the challenge of providing equal access to the citizens of the County.

However, there was one emerging segment of the population that presented new challenges: the growing international community. During the mid 1990's, Memphis was experiencing significant increases in immigration, mostly attributable to the availability of construction and service industry jobs, a relatively low cost of living, and a strong refugee assistance and placement program. For instance, according to the 1990 U.S. Census there were 8,116 Hispanics in the Memphis Metropolitan Area (Burrell, et al, 2000). By 2000, according to the U.S. Census Bureau, there were 25,337 Hispanics. In addition, the Census counted 16,546 Asians and 9,837 people falling into other ethnic categories.

This rapid increase in immigration was evidenced by the emergence of businesses catering to the respective communities, developing multicultural neighborhoods, and agencies and service providers designed to meet the needs of the various growing populations. This emergence was, and still is, felt throughout the range of public and private service providing agencies, as evidenced by the fact that "in 2000, Memphis and Shelby County public schools enrolled 2,366 Hispanic students, up from 572 in 1993" (Burrell, et al. 2000). Actual population estimates are difficult to determine, but it is generally understood that the Census figures do not accurately represent the true number of immigrants in Shelby County. This is due, in large part, to the presence of significant numbers of undocumented residents and cultural and linguistic barriers affecting the gathering of statistics. However, conservative estimates of Hispanics in Shelby County range from 34,602, based on the net migration rate of school children (Burrell, et al. 2000) to anecdotal estimates of 100,000 or more.

In response to the challenge of serving these growing, underserved communities, Memphis-Shelby County Public Library & Information Center developed InfoBUS, a mobile Branch Library dedicated to serving the County's immigrant and refugee population.

What is InfoBUS

Delivered in May 1999, InfoBUS, a Thomas built, Matthews Specialty Vehicles equipped 40 ft. unit, is a state-of-the-art, mobile information delivery service with eight computers providing real time access to the World Wide Web and the Library's electronic catalog and online information products. The colorful, inviting vinyl body decal was designed with multiculturalism in mind. Amid the bright blue and yellow graphics are the words "Library" and "Welcome" in Spanish, Chinese and Vietnamese. A \$40,000 grant through LSTA provided the foundation for an ESL and foreign language collection to meet the needs of the target populations. And, the Library staffed the vehicle with an English/Spanish bilingual manager and Adult and Children's Services librarians, and a full time driver/circulation clerk. The service was launched on September 9, 1999. Since that time, InfoBUS has served more than 23,000 customers, amassed materials comprising 19 foreign languages, developed a comprehensive ESL collection, instituted a collaborative family literacy program serving internationals, and was awarded the Tennessee Historical Society's Sequoyah Literacy Award for outstanding service to special populations. Presently, 74% of InfoBUS customers are English language learners, with nearly 48% of our customers identified as Hispanic. Nearly 72% of customers receiving library cards from InfoBUS are non-native residents, as are 80% of customers checking out materials.

How Did We Get There?

It was felt that we would begin slowly, acquiring information as we ventured into the communities, meeting speakers of English as a second language and service providers, and learning about the issues and needs affecting the immigrant and refugee populations. From them, we would gather information that would inform our collection and programming decisions. We felt confident that our visibility and commitment to offering excellent customer service would create the momentum we needed, at the right pace. Due to the fact that this was an emerging

need, there was very little foundation and experience in the Memphis Metropolitan area regarding service to non-native English speakers. Thus, we had the impression that “getting out there” was the best way to embark on this new journey. We did no formal marketing for the program because we did not want demand to outpace our ability to provide appropriate materials and services. Instead, we would rely on word of mouth and an aggressive outreach agenda to develop objectives, a representative collection and targeted service priorities.

The first point of business was to determine locations, communities and agencies where we would meet our target audience. This task was accomplished by researching the various federal, state and local agencies that provided services to the immigrant and refugee community. This included contacting the local Immigration and Naturalization office, the City of Memphis Office of Multicultural Affairs, the Memphis City Schools ESL department, various Latino Service agencies, area Churches offering ESL classes and Spanish language worship services, and Associated Catholic Charities Refugee Resettlement Program. These initial meetings provided the framework for scheduling service points. And as a natural extension of these developing relationships, the Library managed to have key personnel placed on the Boards of several local organizations serving distinct international communities. This has proved invaluable because it positions the Library in a key role in understanding needs, gathering information and making service recommendations. Consequently, the Library is in, in effect, helping to lead the development of service to international communities in Memphis and Shelby County.

In our first year of service, InfoBUS encountered nearly 6,000 customers. Of these encounters, approximately 30% were categorized as English language learners (ELL). We encountered the majority of these customers at festivals, community fairs, church ESL programs and various city school ESL centers. Initially, our goal was to develop relationships, engender trust within the various communities, provide visibility for the Library and its services, and, most importantly, learn as much as we could about providing service to the international community. We developed scripts for interviewing our customers regarding collection needs, entertainment products, cultural issues, and social and economic needs. And, most importantly, we focused on providing the best possible customer service. We welcomed our customers, thanked them for using our service, asked them to recommend us to friends and family, and made them part of the evolution of our program by encouraging them to share their experiences, feedback about our collection, and suggestions for improving our service. As Salvador, one of our earliest and most consistent customers stated:

“ Hispanic people do not need to know you speak the language. They just need to know you are kind and will try to help them.”

Thus, with confidence, it can be said that providing excellent customer service has been the cornerstone of the success of InfoBUS.

Through this partnership with our customers, the Library learned a great deal about the obstacles affecting service delivery. The most obvious barrier was language. We recognized that we needed materials in foreign languages, staff who could communicate effectively with diverse groups, and signage, forms and documents in a variety of languages. Thus, we researched the collections of other Library systems, interviewed current InfoBUS customers and area service providers, and consulted with various publishers in order to establish a baseline collection. The Library’s Staff Development Department initiated several ongoing basic and intermediate Spanish conversation classes. And, we relied on existing Library staff and community contacts for translations of important forms and signs.

Another barrier that has proven to be persistent is the issue of residency. In order for our customers to utilize the InfoBUS and its collection fully, they must apply for library cards. As is the case in most libraries, the customer must show proof of residency in order to receive a library card. Due to the fact that a large number of our Hispanic customers are undocumented, driver’s licenses, social security cards, voter registration cards, and the like, are unavailable to them. In addition, we needed to counter the impression that institutional entities are to be

distrusted, that we will take their personal information and use it against them. Thus, we needed to create a system whereby our need to verify residency would not prevent undocumented customers' access to our materials. And, we needed to demonstrate that our sole purpose for requiring this information was to effectively manage our collection and provide consistent access to it. In effect, we needed to establish trust. To facilitate this, customers would be allowed to use ID or driver's licenses from their countries of origin in combination with rent receipts, utility bills, pre-printed checks, postmarked mail, or any other verifiable proof of residency. Most importantly, we set about conveying our purpose for requesting this information. This adaptation has been extremely helpful and has resulted in steady increases in circulation with minimal loss rates. As a matter of fact, InfoBUS' loss rate averages around 3%, which is commensurate with other locations within our Library system.

Finally, one of the most intriguing and challenging barriers to service has been educating our customers about library service. Most of our customers come from countries where abject poverty, persistent unemployment, civil war, inadequate social programs, ethnic cleansing, disease and famine are the rule. Therefore, the notion of a place where one can borrow books, CDs and videos for education, entertainment or research, have access to public computers, enjoy and learn from free programs, and receive information and referral services from professionals, is (pardon the pun) a foreign concept. Thus, one of the most important aspects of InfoBUS service is fundamental librarianship. We must convey the notion that we are owned by, and exist for the benefit of, the entire community. We provide each customer, whether individually or in groups, an orientation to our service and collection, an overview of the Memphis-Shelby County Public Library & Information Center, a brief explanation of the Dewey Decimal System, an introduction to personal computers, and resources for further information. Furthermore, we provide individualized reference service to customers, helping them select appropriate materials, teaching them to use basic computer software and the Internet, helping them establish e-mail accounts, and enhancing their access to the range of social and human services agencies and programs available in the area. Our goal is creating self-sufficient library customers who can navigate the wealth of offerings in the public library setting.

Still More To Learn ?

Our first 18 months of service had exceeded our expectations. There was a definite need in the community for the types of information and services we provided, and demand had grown considerably. We had increased our usage by about 30% and all statistics demonstrated that we were growing in accordance with the community. However, it was felt that we needed to formalize our approach in targeting the international community and developing the kind of collection that represented the needs of the diverse population in Memphis and Shelby County. Therefore, we coordinated with ALA's Library Administration and Management Association to receive formal training in providing services to diverse communities. In July of 2001, LAMA presented "Planning and Marketing Library Services to Culturally Diverse Communities" for key personnel within our library system. The two day workshop forced our administration and public service personnel to look critically at the services we provided, identify the strengths and weaknesses, and create a process for improving our service delivery.

The most important development of the workshop was the recognition that we needed to formally survey the community to establish service priorities and identify needs. Thus, the Diversity Committee utilized the information provided, created a formal survey tool, followed the needs assessment process and collated the information gathered. We surveyed 17 international community leaders from a variety of geographic and social areas, including clergy, health care providers, social service agency administrators, school staff, and local government representatives. What we found was that language development, employment information, access to health care and education were the primary needs, while language and lack of awareness of services were the primary barriers to meeting those needs. Survey respondents also commented that the Library's efforts to this point were encouraging, most notably outreach via InfoBUS, positioning of bilingual staff in key

access points, and the development of foreign language/bilingual collections in several locations. However, those interviewed noted that more resources in foreign languages were needed, in addition to an increase in visibility, bilingual staff, and targeted outreach. In essence, the respondents justified the need for expanding InfoBUS services.

As a result of the survey process, Memphis-Shelby County Public Library & Information Center developed a series of recommendations in order to improve service to the international community. The following is a list of those recommendations, with the understanding that the primary focus is on the Hispanic community because Spanish is the most prevalent foreign language in the Memphis Metropolitan area:

- Develop Information and Referral Service Designed to Serve the Latino Community
- Establish a Spanish-Language Popular Library
- Increase Programming for the International Community (children, teens, adults)
- Offer Computer Classes/Information in Spanish
- Promote English as a Second Language Classes
- Hire Bilingual Staff and Recruit Bilingual Volunteers
- Work with Marketing Department to Promote Library Services to the International Community

On a targeted level with InfoBUS, and as a system wide initiative, the Library has been moderately to extremely successful in fulfilling these recommendations. InfoBUS has developed a collection of electronic and print resources to aid in information and referral services for internationals. InfoBUS and several branch libraries have developed sizeable foreign language/bilingual collections that meet the information and recreation needs of international customers. The Library system has sponsored numerous cultural arts and recreation programs and exhibits to attract international customers. InfoBUS conducts bilingual story times and other culturally relevant programs. Internet and Basic Windows® classes in Spanish are offered as a part of the regular schedule of public computer classes. English as a second language classes are hosted by four branch library locations. Our general information telephone number is staffed by bilingual personnel. And, the Library has established a marketing relationship with the largest circulating Spanish language daily publication in order to promote programs, services and general library information to the Hispanic population.

Where Do We Go From Here?

InfoBUS has been extremely successful in fulfilling its mission of identifying and serving the international population of Memphis and Shelby County. We have developed strong relationships with service providers and community members, created opportunities for improving service to this emerging population, and forged new ground for a concerted approach by Memphis-Shelby County Public Library & Information Center to include the international community in its overall vision for the future. As InfoBUS embarks on its fifth year of service, utilizing what has been learned about the needs of the international community, we have developed aggressive goals and objectives that will position InfoBUS as a leading provider of information and services to the growing immigrant and refugee community.

Key to our continued success is the fostering of relationships that we have made over the years. Through collaboration and the sharing of resources, expertise, and knowledge of the community, the impact of programs and services offered to the international community will be maximized. One example of this collaboration is the InfoBUS service to the Memphis City Schools ESL program. The demand for ESL services in the school system has effectively exceeded the capacity. There are more than 40 schools within the municipal school system that have sizeable ESL enrollment. One school, in particular, has an ESL population that comprises more than 40% of its total enrollment. As an

effort to help meet this demand, and to further refine our collection and programming, InfoBUS is pairing its Children's services Librarian with senior ESL instructors, in the classroom. The goal of this pairing is to educate InfoBUS staff regarding curriculum, classroom activities, resources and materials used, and instructional models. This pairing will culminate in a collection uniquely tailored to support the ESL curriculum utilized by Memphis City Schools. As a result, InfoBUS will be in a position to develop children's programs that will support English language development, offer Parent/Teacher materials that supplement the classroom materials, and reinforce lessons and activities presented to the students and their families.

To meet the English literacy needs of the families, InfoBUS has collaborated with several agencies serving internationals to implement Motherhead®, a family centered, adult literacy program that utilizes children's books to teach parents how to read to their children in a fun and interesting way, emphasizing themes, incorporating story telling techniques, and encouraging writing and the sharing of family histories. To date, InfoBUS has collaborated in two, 8 session workshop series, for international groups. This effort, spearheaded by Memphis-Shelby County Public Library & Information Center, and made possible by a grant from the Assisi Foundation, expanded the Motherhead® program to nine other agencies in the Memphis Metropolitan area, several of which serve international clientele.

Conclusion

With the growth of the international population in Memphis, and its unique service and collection needs, it has become increasingly apparent that we need to expand our outreach efforts. While we have made great strides in providing library service to the immigrant and refugee populations, the increases in statistics and the astute observations of library staff belie the fact that we need to increase our efforts in order to keep pace with demand. Averaging nearly 40 stops per month, it has become a difficult task to juggle requests for service. Simply put, there is not enough staff or hours in the day to serve every location with the frequency required to have a significant impact. And, increasingly, space within InfoBUS and our rotating collection storage is at a premium. Thus, we have established the goal within our long range plan of acquiring an additional unit, uniquely designed for children's services, with ample storage to accommodate arts and crafts supplies, a fiction and non-fiction juvenile collection, and bilingual children's service staff to provide information and programs geared to meet the demands of the children in the Memphis City Schools ESL program and other agencies served. As evidenced by this goal, the support and encouragement of the administration of Memphis-Shelby County Public Library & Information Center, as demonstrated through funding, training and the freedom to allow us to innovate, underscores that first and foremost, InfoBUS is part of a larger system. Therefore, we take seriously the role of information sharing within Memphis-Shelby County Public Library & Information Center. As we learn from our community, it is incumbent on us to share this information with the rest of the system so that we provide a consistent approach to providing services. We must ensure that, as we develop unique practices which facilitate service, there is effective communication with other library personnel. We want our commitment to providing excellent service to the international community to be reflected in every branch and at every service point in the library system. If we fail at this, we have failed to create the atmosphere that the library has something to offer for everyone.

[1] New 2000 Estimates of the Hispanic Population of Shelby County, Tennessee Regional Economic Development Center, Center for Research on Women, the University of Memphis, Burrell, et al. 2000

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Full Text Here & Now: The Promise & Reality of Link Server Software

“How do I find this article?” asks a library user, clutching a printout from an online database. Such a simple and frequently heard question really should have an equally simple answer. The process of finding the article, however, typically involves a complex process of checking the catalog and/or electronic journals list, then burrowing down into the web site of whatever source hosts the electronic full text. Failing electronic availability, pursuit of the article may lead to tracking down a paper copy in the stacks or submitting a request for an interlibrary loan. What is lacking in the process of finding an article is an interconnectivity among resources that would yield a simple and fluid approach to determining how an article may be obtained. Wouldn't it be wonderful if libraries could provide direct links from the online citation to the electronic full text when available or to other options when it is not?

Link server software offers just that promise of full text “here and now.” Link server software packages stand like switching stations between an abstracting and indexing database and the end user. In response to a click from the user, the database sends a URL in a specific format to the link server. The link server contains information about the local library, such as available subscriptions to electronic journals. The link server software uses that information to resolve the URL into a link to full text or to other services the library has configured.

Link server software providers are becoming more and more common. The Library of Congress Portal Applications Group supplies a list of products and vendors on their site.¹ Collins and Ferguson provide an overview of linking services, with reviews of several of the software packages.² For the purposes of this article, descriptions and examples will be based on SFX, a product from Ex Libris that was implemented at the UT Libraries in August 2002.

The OpenURL Standard

The reality of link server software begins with OpenURL, a standard under development by the National Information Standards Organization

(NISO).³ The OpenURL standard provides for “context-sensitive linking”⁴ whereby the links created using OpenURL are “aware” of what is available to a user, based on information stored in a local link server. An OpenURL consists of two important components: the *query portion* and the *base URL*.⁵ The query portion contains metadata describing an information object such as a journal article. The base URL is a server address that points to a specific instance of link server software.

In the following example:

<http://linkserv.lib.utk.edu:9003/sfx?sid=SP:BX&pid=AN=200100367938&genre=article&atitle=TURBOVEG%2c%20a%20comprehensive%20data%20base%20management%20system%20for%20vegetation%20data.&title=Journal-of-Vegetation-Science&issn=1100-9233&date=2001&volume=12&issue=4&spage=589&aulast=Hennekens>

the base URL – **<http://linkserv.lib.utk.edu:9003/sfx>** – points to the University of Tennessee’s SFX link server. The metadata in the query portion of the URL contains information describing the object, in the format specified by the OpenURL standard:

- **genre=article** – The object is an article.
- **atitle=TURBOVEG%2c%20a%20comprehensive%20data%20base%20management%20system%20for%20vegetation%20data.** – The title of the article is “TURBOVEG, a comprehensive data base management system for vegetation data.”
- **title=Journal-of-Vegetation-Science&issn=1100 9233&date=2001&volume=12&issue=4&spage=589** – The article is in volume 12, issue 4, of the Journal of Vegetation Science and starts on page 589.
- **aulast=Hennekens** – The author’s last name is Hennekens.

When the base URL and the query portion are put together, the metadata is sent through the link server that has information about the UT Libraries’ subscriptions, and the user is given the appropriate choices for locating the full text of the article.

Sources and Targets

Beyond OpenURL, two more concepts facilitate understanding how link server software works. SFX employs the terminology sources and targets.⁶

An SFX source is an abstracting and indexing database, or other online data repository, that is OpenURL enabled. Enabled means that a source (the database) provides metadata in the OpenURL format for each information object (an article citation / reference), and has a mechanism such as IP authentication to determine what base URL to use. The source often adds two more pieces of information to the OpenURL: a source identifier and a private identifier.⁷ In the previous example, **sid=SP:BX** indicates the vendor, SilverPlatter, and database, Biological Abstracts. The private identifier, **pid=AN= 200100367938**, is used by SilverPlatter to provide additional information to SFX.

SFX targets are the services presented to the user when the link server software analyzes the OpenURL. In terms of full text “here and now” the most important targets are electronic full text journal articles. For the *Journal of Vegetation Science* OpenURL example above, SFX determines that the EBSCO Academic Search Premier database contains the full text article, and that the UT Libraries has an electronic

subscription.

Many other types of targets can be configured in SFX. Examples include: an ISSN search in a library catalog; creation of an interlibrary loan request; a look up of the journal in an online periodicals directory; links to related information in a search engine; a link to the library's online reference service.

Here is how the example OpenURL works in terms of sources and targets:

- A UT Libraries user searches the SilverPlatter database, Biological Abstracts, which is OpenURL enabled. The database recognizes that the user is coming from a UT IP address, and creates an OpenURL as the **SFX@UT** link seen in the citation below:



- Clicking on the link sends the OpenURL to SFX. The resulting menu screen displays targets activated by the UT Libraries:

UT Libraries

SFX LINKING SERVICES

See below the line for links from this citation to the UT Libraries collection.

Title: TURBOVEG, a comprehensive data base management system for vegetation data.


Source: Journal of vegetation science [1100-9233]
yr: 2001 vol: 12 iss: 4 pg: 589


If electronic full-text is available the link(s) are listed first.
Check the [UT Libraries Catalog](#) link for print availability.

 Full text available from [EBSCO Academic Search Premier](#)

year: volume: issue: start page:


 See if this item is available in the [UT Libraries Catalog](#)

 Have questions? Consult the [SFX FAQ](#)

 Need assistance? [Contact a librarian](#)

© 2003 SFX by Ex Libris (USA) Inc.
[CrossRef](#) Enabled




- EBSCO Academic Search Premier contains the full text. When the user clicks on the [EBSCO Academic Search Premier](#) link, SFX parses the metadata from the OpenURL and resolves to a link directly to the article.





Research
Databases

[Help](#)

UNIV OF TENNESSEE LIBRARY

[Close Window](#)
 [Print](#)
 [E-mail](#)
 [Save](#)

Formats:  [Citation](#)
 [PDF Full Text](#)

Title: TURBOVEG, a comprehensive data base management system for vegetation data.

Subject(s): DATABASE management -- Software; COMPUTER software



Author(s): Hennekens, Stephan M.; Schaminee, Joop H.J.

Source: Journal of Vegetation Science, Aug2001, Vol. 12 Issue 4, p589, 4p

AN: 6480744

ISSN: 1100-9233

Database: Academic Search Premier

Formats:  [Citation](#)
 [PDF Full Text](#)

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Implementation at the UT Libraries

The decision to implement link server software at the UT Libraries was not difficult. Subscriptions to online databases and electronic journals are substantial investments for the Libraries. The integration of these services via SFX was viewed as a significant advancement in simplifying and streamlining the often complicated process of retrieving an actual article. Choosing which software package to use was also simple. Our investigation at the time revealed that SFX was the only product that had been fully developed and released to the market.

By the end of May 2002, the UT Libraries had purchased SFX, and Ex Libris performed the installation. Ex Libris provided a two-day in-house training session for UT Libraries' staff. Over the next three months, configuration and implementation of the software went forward. One systems librarian served as project leader, working approximately half time on SFX; several other librarians and staff assisted and consulted as part of the implementation team. The software, which the team named "SFX@UT", was launched at the beginning of the fall semester,

August 2002.

The work of the implementation team focused on several aspects of the SFX software that can be configured and customized:

- The team first had to answer the question, “What services do we want to offer users through SFX?” The simple answer was “full text.” This meant configuring the many electronic full text journal targets that SFX offered. The team also decided on other targets that could lead the user to full text, such as an ISSN lookup in the UT Libraries catalog to check for availability in print or some other format. A link to the interlibrary loan form was activated for cases where the library did not have any copies of the article available. Two targets that would help the user navigate within SFX were also included: a link to an SFX FAQ, and an email form that would allow the user to send feedback or ask questions. The focus on full text also meant that targets such as links to search engines, periodical directories, and table of contents services were not activated.
- SFX also allows the library to customize several aspects of the menu screen. The look and feel of the screen can be changed by editing several HTML files. The team decided on a design that matched the look of other UT Libraries pages. The order of services offered can be manipulated, and rules can be put in place so that services are combined in certain ways. For example, the implementation team decided that if electronic full text was available, the interlibrary loan link would not be shown.
- Once the team made these basic decisions, the bulk of the work lay ahead: matching SFX full text journal targets with UT Libraries’ subscriptions and activating them within SFX. The SFX software includes an *Administrative Interface* with several tools to facilitate this process. In terms of the UT Libraries’ subscriptions, there are two types of SFX targets. The first is electronic journal packages such as Project Muse. The library’s subscription to *Project Muse* includes every journal that is in the package. In the SFX administrative interface, clicking on the Activate All button within the *Project Muse* target makes every journal active. The second type of target is one in which the library subscribes to a subset of the journals available in a collection. For example, *Highwire Press* provides access to more than three-hundred electronic journals; UT Libraries subscribes to roughly one-hundred of these. The SFX administrative interface includes a *Dataloader* tool that takes as input a list of ISSNs, and activates just those journals within the target. The implementation team already had in hand a list of electronic journal titles, ISSNs and URLs that had been extracted from the catalog. Using a matching program from Ex Libris, along with manual review, this list was separated into respective SFX target lists, and run through the *Dataloader* tool.
- Once the target activation had been completed, the implementation team did extensive testing to be sure the targets were working correctly and to determine if additional changes were needed to make the SFX menu more user-friendly. Another tool provided by SFX called the OpenURL Generator made this task possible. A user can type information from a citation into the OpenURL Generator screen and then can view and test the resulting menu screen.
- The final step in going live with SFX entailed setting up the UT Libraries’ abstracting and indexing databases as SFX sources. First, the team determined which of the databases were OpenURL enabled. SFX provided a document with information for each vendor on how to activate databases as SFX sources. This process often involved contacting the vendor to inform them that UT Libraries had link server software in place, and to give them the base URL. The vendor would then activate OpenURL for UT Libraries users. In some cases the vendor provided source activation capabilities in the administrative interface for their databases.

Once SFX was implemented and released to the public, the project leader developed a process for ongoing maintenance and improvement of the service. An important piece of this process involves the application of the monthly update to SFX provided by Ex Libris. This update includes modifications to targets that reflect additions, deletions, and changes to electronic journal packages. Another essential maintenance task requires keeping track of electronic journals that are added to the collection and ensuring corresponding SFX targets are activated. The

project leader also keeps track of new databases that become OpenURL enabled; these are added as SFX sources when appropriate.

Conclusion

The promise of full text “here and now” has certainly come a long way toward realization with the implementation of SFX@UT. The addition of link server software has increased interconnectivity among the Libraries’ expensive electronic resources and has greatly simplified user access. User response is overwhelmingly affirmative, and librarians take every opportunity to promote the advantages of SFX’s direct linking capabilities. Link server software has had a profoundly positive impact at the University of Tennessee Libraries. The continuing evolution of this software should only improve the ways in which librarians can efficiently and effectively link users directly to needed resources. The answer to “How do I find this article,” may be a simple one after all.

Notes

¹ The Library of Congress Portals Applications Issues Group. “OpenURL Resolver Products & Vendors.” <http://www.loc.gov/catdir/lcpaig/openurl.html> (accessed March 4, 2004).

² Maria D. D. Collins and Christine L. Ferguson. “Context-Sensitive Linking: It’s A Small World After All.” *Serials Review* 28, no. 4 (2002) : 267 - 82.

³ NISO National Information Standards Organization. “The OpenURL Framework for Context-Sensitive Services.” <http://www.niso.org/committees/committee.ax.html> (accessed March 4, 2004).

⁴ Herbert Van de Sompel and Oren Beit-Arie. “Open Linking in the Scholarly Information Environment Using the OpenURL Framework.” *D-Lib Magazine* 7, no. 3 (March 2001). <http://www.dlib.org/dlib/march01/vandesompel/03vandesompel.html> (accessed March 4, 2004).

⁵ Nettie Legace. “The OpenURL and SFX Linking.” *Serials Librarian* 44. no. 1/2 (2003) : 77 - 89.


⁶ ExLibris LTD. “SFX Sources.” http://www.exlibrisgroup.com/sfx_sources.htm and “SFX Targets.” http://www.exlibrisgroup.com/sfx_targets.htm (accessed March 9, 2004).

⁷ Legace. “The OpenURL.”

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<p><i>Conference Talk with Dew and Bunny</i></p> <p>Marie Jones, TLA Conference Reporter</p>	
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Marie: Dew, now that you've had time to recover and reflect, how are you feeling about the recent 2004 TLA Conference?

Dew: I believe the 2004 TLA Conference was a smashing success! Why, I've never seen so many happy and well-dressed conference goers. OK, OK, I know there were grumblings about parking and long lines at the hotel registration desk and that thingy about John Ashcroft, but I only have the highest praise for the conference committee members who worked very hard to bring all of this together.

Bunny: And Marie, even though I couldn't make it for the entire conference, I was simply thrilled, and I do mean beyond words, by all the sassy ties, dazzling brooches, and radical shoes that I encountered.

Marie: Bunny, did you make it to ANY programs? After all, that is the point of going to a conference.

Bunny: Well, no. Mostly I just handed out M&Ms and flirted my way through exhibits. Oh Marie, did you see Chuck Sherrill? Wasn't he absolutely delicious? I just loved his ties!

Marie: Uhm, actually, Bunny, I heard all about that incident and just hope that a certain trustee didn't come away from the conference with the wrong impression about librarians.

Bunny: Well, if you ask me, the trustee should have paid closer attention to the listserv.

Marie: Ooookkk, right, anyway, Dew, in your mind, what were the highlights of the conference?

Dew: Well, Marie, for me, I think the program committee, Duncan Parsons and Don Reynolds, did an excellent job of bringing together high-quality, informative programs covering a wide range of library issues. Also, the exhibits were "to die for" and Annis Evans and Virginia Hodges did a great job bringing that together. Of course, the AV guys, Troy Davis and David Atkins, kept the programs running smoothly. And the women at registration, headed by Harriet Jordan and Beth Mercer, were a delight. And behind the scenes, we had Rene Jordan and Martha Earl keeping everyone happy with local arrangements. Of course Marie, I have to give credit where credit is due; Lynette Sloan, conference co-chair, was the glue that held all of us together; she is an amazing woman. I guess overall, it was great meeting people from all over Tennessee and hearing their ideas and realizing that whether in a public, academic, or special library, everyone faces the same issues. That's why it is important to keep A Tennessee State of Mind.

Marie: I think the conference theme was great. Didn't Kathy Pagles come up with that?

Dew: Yes and oh, isn't she just a lamb. I LOVE her.

Bunny: (laughing) I don't know about you Marie, but my Tennessee State of Mind is on Prozac!

Marie: Really? I never would have guessed. Please tell me more Bunny. What were your favorite things about the conference?

Bunny: Oh, I just loved the food carts. And of course, Becky Smeltzer and I had a great time at the registration desk. But most of all, I thought Sam Venable was just a scream! He's my kind of man. By the way, would you like a package of M&Ms? I have plenty.

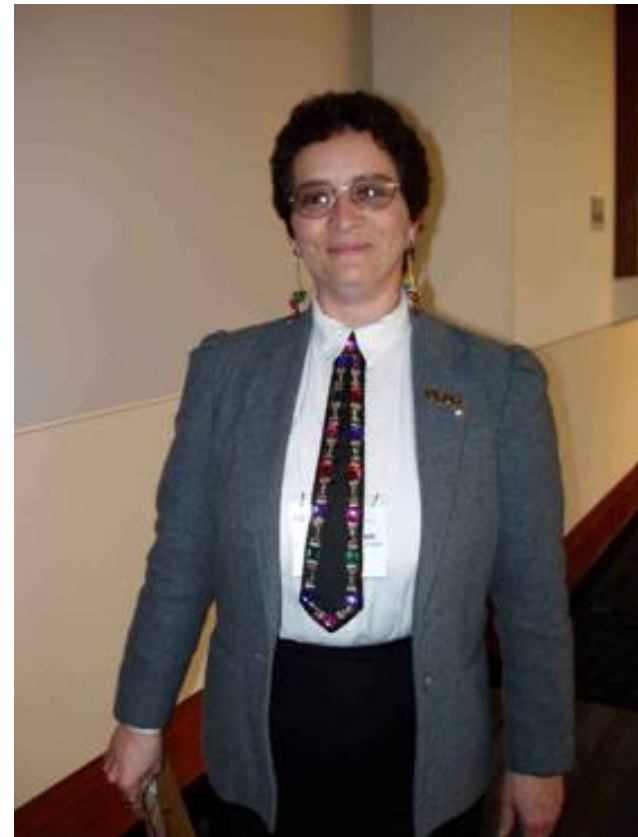
Marie: No, thank you, I'm back on South Beach to make up for too much conference food.

Dew: Bunny, everyone saw that perfectly disgraceful display you put on right before Mr. Venable was to speak. Whatever possessed you to go up and pour him a drink? And where did you get that flask? And what was that comment he made about, "Not recognizing you with your clothes on?"

Bunny: Oh Dew, I was just having fun. And I promise, he's never seen me naked, I swear! We were just trying to spice things up. After all, it was late in the afternoon.

Marie: Ah, well, yes, moving right along. Bunny, since you are the official TLA "fashionista," please tell me about the fashion contests.

Bunny: Ooooooh, I just loved everything that I saw. First, there were the ties. I definitely got excited, almost tingly, about Mr. Chuck Sherrill's "triple-tie" combo. And Linda Ackerman had a hot little jeweled number that I couldn't take my eyes off of.



Also, there were all those crazy shoes! Did you see the Vandy Owen's chicken shoes? Rumor has it that these were a special purchase from Lord and Taylor.



And I nearly fainted when I saw Sue Knoche and her “medium sized chandelier” brooch. I just hope she didn’t throw-out her back walking around with that thing. And Debbie Kokes’ brooch had to be the sweetest, most dazzling, precious thing I’ve ever seen.





Marie: For the General Session, I think Sam Venable was delightful and everyone liked his humor.

Bunny: Marie my dear, sometime you and I need to get together and engage in some serious “gurl” talk. I think he’s so dreamy. And despite what others may say, he and I have a perfectly respectable relationship, unlike so many others that I’ve had.

Dew: (sighing) Well, at least you have ONE! Yes Marie, I have to agree; at the end of a long day of programs, it’s nice to lighten-up and laugh. And Mr. Venable delivered the goods. Also, he learned all of us how to talk good English, hale far!

Marie: Did either of you attend the All Conference Reception?

Dew: I did Marie and I can report that it was a lovely way to end the day—wine, cheese, hors d’oeuvres, and regional music! Local arrangements did an outstanding job! I also got the opportunity to see September 11: Bearing Witness to History. The exhibit was very moving and I have to confess that I got somewhat emotional. Also, I can report that as I was leaving the reception, and not to raise any suspicions about her character, I noticed that Paulette Calhoun had acquired an inordinate number of wine tickets! Did you see that?

Marie: I think some conference goers were collecting those. Now whether they actually cashed them in is another story.

Marie: Any final thoughts?

Dew: Well, I want to thank everyone who attended, presented and volunteered. The programs were educational and overall, the conference had plenty of fun things to do. I would like to say a special thanks to the women at registration; we had a really good time. And Beth Mercer, wherever you are, when I grow up, I want to be just like you.

Bunny: And Susan Rogers, wherever you are, you still owe me \$4.00 in meal tickets!

Dew: BUNNY! Let it go. Marie, I apologize for Bunny, it's just professional jealousy, they're really good friends.

Bunny: Well, Dew, she just went on and on about how she just HAD to have another slice of pizza and was all out of meal tickets and would I loan her four of mine!

Dew: Really Bunny, I mean it. STOP!

Bunny: hmppphf!

Marie: Umm, well, Bunny and Dew, it's been lovely talking with you in person. I'm sure that all of our readers were dying to hear from you, and we hope to see you again on the TLA-L listserv.

Editor's note: Bunny and Dew are fictional characters created by Roger Myers. The text of this "interview" was written by Roger Myers. Marie only wishes she could be the creator of such a conversation. To learn more about Dew & Bunny, search the [archives](#) of TLA-L for the word "Bunny."

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