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Chattahoochee Valley Libraries

Anchored at the Robert A. M. Stern-designed Columbus Public Library, the Chattahoochee Valley Libraries continue to provide successful programming, outreach, and services to all residents of Columbus, Georgia and the surrounding Chattahoochee, Marion, and Stewart counties.

A vital addition in recent years is two new bookmobiles. One is a complete digital bookmobile, featuring Wi-Fi and broadband Internet service via satellite hook-up. Funded by a major grant from the John S. and James L. Knight Foundation, this vehicle is designed to serve rural areas that have limited or no access to broadband technology. The digital bookmobile stays several hours per location to allow patrons enough time to access the Internet for job searches, state assistance, employment testing, and more. The new Muscogee County bookmobile is a state-of-the-art mini-library on wheels. Visiting over forty-three locations in the metro area, this bookmobile was funded by a generous gift from Aflac, the insurance company headquartered in Columbus. Scheduling for this vehicle is geared to senior homes, low-income housing areas, and several apartment complexes that cater to those with disabilities.

The Columbus Public Library is also home to the Columbus Library for Accessible Services (CLASS), one of the twelve sub-regional talking book centers in Georgia. A recording studio, designed to National Library Service for the Blind and Physically Handicapped (NLS) standards, was donated by area restaurant Country’s Barbecue and has provided a vital service in recording newspapers and books for patrons throughout the state. CLASS now finds itself in the forefront of helping adopt the BARD Mobile app from NLS that is anticipated to transform the delivery of materials in the near future.

Library programming continues to be a community favorite. Over 53,000 patrons attended more than 1,800 events over the course of the last fiscal year. Program highlights included the First Annual Columbus Children’s Book Festival. Despite a rainy day that forced activities inside, approximately 4,000 patrons attended presentations by R. L. Stine, Jane O’Connor, Jerry Pinkney, and others. A week-long visit by The Wall That Heals, the touring half-scale replica of the Vietnam Veterans Memorial Wall, brought several thousand to the library. This was the culminating event of The Big Read, a month-long series, which this year celebrated Tim O’Brien’s collection of short stories, The Things They Carried. Additionally, the Building Common Ground lecture series brought notables like Nikki Giovanni, Dave Isay, Jonathan Haidt, and Michelle Norris to town for a series of provocative talks. The library also hosted the ALA exhibit Lincoln: The Constitution and the Civil War.

More information about Chattahoochee Valley Libraries can be found at www.cvlga.org or by calling 706-243-2669.
Cobb County School District and Cobb County Public Library Collaborate on Summer Reading Programs

Knowing the power in partnerships between school systems and public libraries, as well as the impact of summer reading programs on avoiding the “summer slide,” Janell McClure, Library Media Education Supervisor for the Cobb County School District (CCSD), contacted Patty Latch, manager of the Youth and Media Department at the Cobb County Main Branch, Switzer Library, and Jonathan McKeown, Associate Director for Central & Outreach Services, and proposed a collaborative effort. Patty and Jonathan enthusiastically agreed, and in May 2013, for the first time ever, the two entities created complementary summer reading programs.

The two groups chose to adopt the same program “theme” in an effort to maintain a consistent message among school and library patrons. The schools then shared the suggested reading list with the public library staff so they could cross-reference their branch collections and ensure availability. Meanwhile, a team of CCSD media specialists created a summer reading program that asked students to choose from a list of “response-to-reading” activities, some of which involved the public library. For example, one option read, “Going on a trip? Visit your public library for fiction and nonfiction books about the location you are visiting or the communities on the way. Read the book and create a travel brochure that includes details from the book that describe your destination, daily expenses you incurred while away, and miles traveled round trip.” Others included checking out audiobooks or participating in local branch events.

Each spring, children’s literature representatives from the public library visited CCSD elementary schools to talk about the summer reading programs offered at each branch. The public library staff continued that practice; only this year, librarians promoted the CCSD program in conjunction with the public library events. In return, the school district promoted the public library summer program through the local schools as well as on the websites for the school district and the Library Media Education department. School media specialists informed students that all books read for one program would receive credit for the other program, while the public library gave reading logs to the elementary children with the understanding that students could turn the same log in to their school and receive equal credit. Finally, Patty, Jonathan, and Janell created a one-minute video, which appeared at the beginning of the CCSD summer reading promotional video, describing their collaborative efforts.
These efforts improved participation in the public library program overall. One public librarian stated, “…there has been a greater interest in both the school and library summer reading programs.” Another commented that her branch had received the summer reading program requests faster than in past years and attributed this to the collaborative efforts of these two organizations. The proof, though, was in the numbers. This summer saw a 24 percent increase in the number of CCSD students who participated in the public library program! With this obvious impact, the two groups are brainstorming additional collaborative opportunities.

More information about Cobb County School Media programs can be found at http://www.cobbk12.org/centraloffice/librarymedia/.
Georgia Highlands College Libraries

Georgia Highlands College (GHC) has undergone substantial changes in recent years, and the libraries have grown and evolved as well. GHC has locations in Rome, Cartersville, Marietta, Douglasville, and Dallas. GHC has libraries at Rome, Cartersville, and Dallas, and GHC has an excellent cooperative arrangement with the Southern Polytechnic (SPSU) Library for the students at the GHC Marietta campus, with a GHC librarian housed at the SPSU library.

The GHC Floyd campus in Rome is the main campus, and its library underwent a major renovation in 2011. It now houses approximately 60,000 print books; 100 periodical subscriptions; two computer labs and an open computer area; a tutorial center; testing center; four group study rooms; and a conference room.

At the Cartersville campus, the library was opened in 2006 as part of a new academic building. The Cartersville Campus Library houses approximately 11,000 books; a computer lab and an open computer area; a tutorial center; four study rooms; and a conference room. It also has a massive stone fireplace.

The library at the GHC Paulding campus in Dallas was opened in March 2013 in a newly-renovated space in the Historic Paulding Courthouse and houses approximately 4,000 books, an open computer area, two study rooms, and a conference room.

Since GHC is a commuter college with multiple physical locations, the libraries make use of electronic resources and services to best meet the needs of the students, faculty, and staff. GHC currently provide access to over 90,000 ebooks and 32,000 digital videos. The virtual reference site—http://ask.highlands.edu—allows us to be available to the students, faculty, and staff by live chat, text message, email, Facebook, and even Twitter.

The libraries work closely with faculty to ensure that the collections meet the changing needs of the students. For instance, in 2011, the college became a limited‐mission, four-year state college, and now offers its first bachelor’s degree (the RN to BSN completion program). Both the print and online collections were enhanced to support this new program.

In 2012, the library applied for and received the Muslim Journeys Bookshelf to help support the college’s global initiative. In addition, to ensure that the students have access to the most current technology, the library purchased a 3D printer and a 3D scanner, which will be available not only to students, faculty, and staff but also to members of the community. GHC was fortunate to receive a financial contribution from a local company, Brugg Wire Rope LLC, to help with the purchase of this technology.

GHC libraries are incredibly busy, and the library faculty and staff are the ones who make it all happen! During FY2012-2013, the libraries won the GHC Department of the Year Award. Library faculty and staff answered 9,435 questions and
taught 229 research training classes for 4,959 students. The libraries also circulated 7,275 items, loaned 834 items to other libraries, and received 465 (GIL Express and ILL) items from other libraries.

More information about Georgia Highlands College Libraries can be found at www.highlands.edu/site/library.
Dear colleagues,

First, thank you for electing me your president for 2014. The first weeks of 2014 were extremely difficult for me on a personal level, but with this message, I look forward to getting on track with both the duties and pleasures of serving the Georgia Library Association (GLA). Over many years, GLA has given me much, and I want to give back. I have been a member of GLA since 1984. I have seen our profession undergo enormous changes over the years. When I was in library school at Emory, an academic librarian in her dress-for-success business suit visited our reference class to show us what the future held for our profession. Using an acoustic coupler, she connected a telephone to a mainframe computer in Palo Alto, CA and demonstrated how we could search bibliographic databases in DIALOG. Using commands and a controlled vocabulary, she demonstrated how we could retrieve a collection of citations without having to search dozens of paper indexes. We were wowed! Someday wouldn’t it be wonderful if we could also supply the full text of the articles themselves? But that was a dream for the future.

Well, we all know how the architecture of reference and other library services has changed. We know how the curriculum of library schools has changed. We know that GLA, by providing a platform to share the knowledge of new products and best practices, has aided us as Georgia librarians to change. And we know that GLA itself has changed and, in order to remain healthy, will likely continue to change in the future. The Georgia Library Association was founded in 1897 as the Georgia Library Club. Over the years the makeup of the organization, the favored meeting places, the media used by its members to communicate to each other and to the rest of the world, and the day-to-day practices its members use to carry out its mission have all changed. This is because our institution is made up of living, breathing members. Being made of flexible live members, GLA can carry on and thrive under a great range of circumstances.

This was illustrated vividly to me on January 16 when, due to a family crisis, I found that I was unable to carry out my duties as your new president at our Mid-Winter meeting scheduled for January 17. Though I was upset at not being there, I am really proud that numerous members of GLA took up the banner and made the day a success! This is the beauty of having a vital, working institution to rely on. Luckily our keynote speaker had been set since last summer. I was told that Mathew Hauer’s presentation on the changing demographics of our state and the Q&A that followed was well-received. It follows that our institution—the Georgia Library Association—must also grow and change if we are to remain relevant to both the people we serve and also to ourselves as an organization. I heard that there were lively break-out sessions with many great ideas generated for possible changes for our organization as well as for COMO 2014 in Augusta October 1–3.

I’ve used the term “institution” several times in the preceding paragraphs. The concept of “institution” has been on my mind a lot lately. Among the several definitions I have found, an institution can be:

- An organization or establishment founded for a specific purpose, such as a hospital, church, company, or college.
• A custom, practice, relationship, or behavioral pattern of importance in the life of a community or society.
• Any familiar, long-established person, thing, or practice; fixture.

Libraries are institutions. Librarianship is an institution. Even some librarians are institutions! But most important to us as a whole, GLA is an institution. We were founded for a particular purpose, are of importance in the life of our communities, and are a fixture in Georgia’s landscape.

Speaking of institutions, the organization we know as COMO is an institution that GLA has been connected with for twenty-six years. This year, instead of the usual three participating organizations to divvy up planning duties, there will be two—GLA and GAIT. GLA will be largely in charge, since GAIT was in charge last year in Macon. We will be lucky this year to have the Southeastern Library Association join us again, enriching the conference by contributing sessions to the program.

COMO XVII will provide GLA with the opportunity to showcase librarianship on all levels in Georgia. The membership of GLA is diverse. Our membership is composed of the retired and near-retired, the mid-career librarians, the neophyte librarians, and those who are still library school students. Some of us have doctorate library degrees; others of us don’t have any formal library degree but have instead a wealth of practical experience as paraprofessionals. We work in schools, public libraries, colleges, research universities, law firms, medical facilities, and corporations. We all have something to offer. Giving to GLA by participating, as well as taking what it has to offer by attending, will help to keep us healthy and vibrant as an institution.

The changeover meeting between GAIT and GLA from COMO 2013 to COMO 2014 will be in mid-March. GLA will also soon be having our second Executive Board meeting to go forth with planning not only for our part in COMO 2014, but for possible changes and revisions to GLA itself: Do we need to revise the Handbook? Are there committees or interest groups which need to change, update, or retire? Are there procedures either in the Constitution or the By-laws that need revision? Do any allocations of funds need to be revised?

Change in any institution is usually slower than some would like, but that is the nature of being an institution. Hasty changes without aforethought can have disastrous consequences; look at certain events taking place on the world stage right now. There is a cliché that goes something like “You have to know where you’re coming from to know where you’re going.” While GLA needs to keep changing to remain alive, we also need to know why things are done like they are now before we simply do away with a procedure or a committee. Evolution is usually less painful than revolution. Within GLA we need to talk and work inter-generationally and inter-institutionally to strengthen ourselves. The Executive Board and I will be calling on all of you to work to make 2014 a great year for GLA and for COMO 2014.

Thank you,
Susan Morris
President
Georgia Library Association
smorris@uga.edu
Back in my sociology grad school days, I wrote my master’s thesis on female strippers. Yep, strippers. I used Erving Goffman’s framework of “the presentation of self” to analyze how the exotic dancers created and maintained “fronts” of the ideal sexual female. You’re probably thinking, “What’s this have to do with this lady’s own private library?” Writing about and taking photos of my books made me ponder—how do I use my books as props for presenting a “front” of my ideal self to others as well as to myself? Hmm… Anyway, let me tell you about my books and, vicariously, about me.

My husband and I, between the two of us, have about 500 books—probably a modest collection compared to most librarian folk, but we’ve moved around a lot in our fourteen years together, so some books have fallen victim to our gypsy ways. What our book collection reveals most about us is probably our erratic tendencies. But each book, when woven together, tells the narrative of our lives.

My hubby built some fabulous bookcases to showcase our books, along with the canopic-jarred ashes of our dearly-departed bunny Daisy and kitty Pooter Tooter (by the way, the latter’s portrait on the mantel was painted by my artist spouse, Pat Hobaugh—shameless promotion, I know) and our eclectic and sometimes disturbing tchotchkes (re: the pic on next page, there’s a story behind the diseased colon model; the jar of baby-doll parts just appeals to our twisted nature). The taxidermy chicken was not a pet—we’re not that weird.

My childhood books include Lobel’s Frog and Toads and Mouse Tales, Wells’ Morris’s Disappearing Bag (love the gender bending—girls playing with chemistry sets; boys made up with lipstick—kindling for my feminist future?), Brown’s The Runaway Bunny, Williams’ The Velveteen Rabbit, and Howe’s Bunnicula. Yeah, I had a thing for bunnies.

My college lit class text, Abcarian and Klotz’s Literature: The Human Experience, is one of the few undergrad books I kept—and it’s still my go-to book for a quick fix of poetry, drama, and short stories. My freshman lit prof also clued me into Milan Kundera’s works, and I own every last one of them—my copy of The Unbearable Lightness of Being, dog-eared and underlined, bears witness to my penchant for reading favorite books over and over. Two other go-to books are Capote’s Breakfast at Tiffany’s and Fitzgerald’s The Great Gatsby. Short, poignant, and beautifully written—I can’t count how many times I’ve read them, but I know I will never tire of re-reading them. Particularly because they are short…I am kind of a lazy reader.

I have several erotica books, riddled with underlining and margin notes – Anaïs Nin’s Little Birds and Delta of Venus are personal
favorites. Now you’re thinking, “What’s up with this lady and her strippers and now erotica?!”

Well, in grad school I wrote a paper analyzing women-authored erotic texts as sites for women reclaiming their sexuality. So, it was an academic enterprise. Yes...that’s right...purely academic.

Some other books that reveal my prurient—um, I mean academic—interests include Bellocq’s Storyville Portraits, Rose’s Storyville, New Orleans: Being an Authentic, Illustrated Account of the Notorious Red Light District, and Abbott’s Sin in the Second City: Madams, Ministers, Playboys, and the Battle for America’s Soul. To be fair, my doctoral dissertation was about Progressive-Era anti-prostitution crusades, so I think that vindicates me somewhat. And I must mention the first Christmas gift from my then-fiancé-now-husband, Yalom’s History of the Breast. If I hadn’t already known he was a keeper, this would have sealed the deal.

I’m pretty sure I have every published work by and about Dorothy Parker—her poetry, short stories, play reviews, and commentaries, and at least a couple biographies. Confession—at one time, I almost had myself convinced I was her reincarnation. I just told my husband this recently—he now thinks I’m even crazier than he had ever imagined.

I also have creative writing aspirations, which my numerous Best American Short Stories and O. Henry Prize Stories collections reflect. And,

you know, Dorothy Parker was a great short story writer, and she had brown eyes and brown bobbed hair like me, and, like her, I had a string of terrible relationships before meeting my husband, and we did stay in the Algonquin Hotel during our NYC trip for our eighth wedding anniversary...

We also have a slew of Agatha Christie’s and Stevens’ The Book of Poisons: A Guide for Writers – reference for the murder-mystery book we’ve been developing over coffee at Kavarna but have yet to write a word. I once wrote a short story about a public librarian that snaps her cap and murders a bunch of patrons because it was “long overdue”...sorry, didn’t mean to frighten you. It’s fiction, I swear.

We have several non-English copies of the first Harry Potter book—a not-so-successful attempt on my husband’s part to learn different languages— including Harry Potter en de Steen der Wijzen bought in Amsterdam on our fifth wedding anniversary. My husband also has an entire bookcase full of art books—inspiration for his work, but I get the benefit of having gorgeous Dutch masters’ still lifes, ethereal symbolist dreamscapes, and beautiful yet gut-wrenching Frida Kahlo works at my fingertips whenever the mood hits me.

And, when we don’t feel like reading or looking at art, I just grab my accordion and he his ukulele, and we have our own little hootenanny—any requests?

Mandy Swygart-Hobaugh is the Sociology, Gerontology, and Data Services Librarian at Georgia State University.
Stressed? Organize (Or Reorganize) Your Work Space, Part 2

By Robin Fay

As you begin to get a handle on organizing your day, the natural extension is to organize the “stuff”—all of the emails, papers, documents, procedures, etc. that come across our desks. Tackling the “stuff” first can certainly be rewarding, but without having a handle on your daily work time, you may find that there is little or no time for organizing. Additionally, you may find that you are repeatedly organizing/re-organizing without much success. Organizing needs to become a daily work habit so that it is part of your work, because that is exactly what it is!

Do what you can reasonably do and what feels comfortable. The goal of organizing your workspace is to get a handle on your work and all of its various bits—the emails, the documents, policies, and even people. Once you understand what your daily work actually entails (i.e., the reality is the perception), you can deal with items more efficiently. Getting started with reorganizing (or organizing) can either start with a major push to get everything in order or with smaller efforts at regular intervals to get everything sorted out.

Clean sweeps are a complete clean. All items are organized and filed appropriately, and items that need follow-up are sorted appropriately. If something is not resolved, a note is added to document progress and then tagged for follow-up. Items that should be deleted, recycled, or shredded are dealt with, and no item is left without a home.

Start small. If there is not time for a top-to-bottom organizing session, or the thought of tackling such a project is overwhelming, then break up the initial organizing effort into smaller units of time. However, the goal is to go through everything—all email, all paperwork, all calendar entries, etc.

Schedule an organizing time. You should already have time built into your schedule to read, respond to, and file email, paperwork, etc. If it helps to actually put organizing on your to-do list or calendar, then do that.

Develop a plan. How are you going to approach organizing? What system will you use? Will you file alphabetically or by importance? How will you label? How will you follow-up? What tools do you have at your disposal? How often will you organize?

Sort and touch items as little as possible. Once you decide on your organizational system, file and note appropriately. If you need to save all correspondences, use a “sent” folder or create a folder or archive for all resolved/completed items. Add labels, tags, or folder names as appropriate, and then file the items according to your organizational scheme. Make sure that your system includes some way to follow-up. For example, if you respond to an email and a follow-up may be needed, tag or note it for follow-up later.

If your system does not allow tagging or flagging, use your inbox as a storage place for only the items needing follow-up or create a folder just for follow-up items. Regardless of how you sort and tag items, it is important that the items get follow-up as needed. The goal is to spend as little time as necessary sorting, shuffling, and re-sorting through what needs follow-up and what has been completed.

Save, recycle, trash, or delete. What needs to be saved? What can be recycled or trashed? Do you have multiple versions/copies of an item? Keep only what you need; archive the rest, or pitch, recycle, trash, or delete it! Handle items with personal information with care and always dispose of them properly.
Label, tag, or create keywords (metadata). Many applications such as word processing software, PDF creators, and email systems, provide mechanisms to not only search within the document itself, but they have the ability to add descriptive metadata, via keywords, labels, subjects, or tags. These tags can be useful in organizing, but they are extremely important for searching. Using good metadata can make searching for documents and emails much more efficient, thus saving time.

Use appropriate tools. E-calendars can be extraordinarily powerful time management and organization tools. In addition to scheduling, they can be set to manage to-do lists, send reminders, and keep projects on track. Consider the best mechanism for a particular project or group and use it. If a face-to-face meeting is more efficient, make sure to take project notes for sharing through email, intranet, or web portal.

Using shared e-calendars to schedule groups and meetings can reduce the number of emails exchanged in the course of trying to set or reschedule meetings. Not only can you often see a colleague’s availability, but some calendars will even suggest meeting times based upon individuals’ availability. Many e-calendars contain to-do or task lists, which can not only be used for project management, but also as a personal to-do list.

While email can often be an extremely useful tool to disseminate information to a group, it may or may not be the best tool for project planning and discussion. Using email efficiently can often depend upon the particular features of an email system. However, most modern email systems and mailing lists do provide some built-in organizational tools.

Digests (all emails to a list within a particular time are mailed in one long email) can be useful in keeping up with emails without having to sort through individual emails. The archives/no mail option will allow you to read the archives without actually receiving email; however, it is up to you to read the archives. “No mail” is also a useful option when travelling or on vacation.

Filters are a feature of many email systems to route or tag particular emails that fit certain criteria. If you need to read a particular list via each individual email, use a filter or tag to route those emails into a particular folder. When it is time to do your professional reading, you can read the mailing lists within that folder.

RSS readers can be useful for keeping up with professional reading without having excess clutter in an email box. Just about every blog and many journals now have an RSS component. Subscribing to the RSS feed via a reader, or even email, can be a useful way to keep up with readings. Subscribing through an RSS reader also provides a mechanism to search for particular topics, so you may be able to skim through readings more quickly.

Focus on minimizing what is on your virtual and physical work desk. When problems arise, if they cannot be addressed immediately, flag them for follow-up. Don’t be afraid to forward a problem or question if there is a more appropriate person to answer the question. Delegate whenever possible. While it is perfectly okay to pitch in as needed and help out, it is often easy to take on the work of others without considering delegation. Delegating work, when appropriate, frees up your time to take on more complex work or to engage in professional development activities. Delegation can also provide training or cross-training experiences for other staff.

Organizing and reorganizing are essential parts of modern daily work. Considering how much information comes across our desks each day, it is no wonder that we struggle to keep up. However, the key to keeping up is to develop an organizational system, organize, and then work to stay organized. While “everything in its place” may seem like an outdated construct in
this digital world, nothing could be further from the truth.

In order to stay current, to stay focused, and to keep a healthy work-life balance, we all have to consciously spend time on de-cluttering our space, providing ourselves with space to breathe and think. Not only will our work lives be better, but over the long term, productivity will be positively impacted. Being able to quickly find what you need through a well-organized system is certainly a productivity enhancement. Organize and de-clutter for a better work day and a better overall life!

Robin Fay is Portal Manager at Athens Technical College
Targeting Point of Need to Increase Traffic to Library Resources

By James C. Miller

This paper examines the effect of creating LibGuides tailored to a student’s point of need and focuses on their potential to boost usage of library resources. In this study, LibGuides were designed for specific assignments and introduced to students during library instruction sessions. Pre- and Post-LibGuide web traffic suggests that LibGuides increased web traffic to library resources. This article suggests that library resources should not only provide sources for assignments but also assist a student through the stages of completing an assignment. As a corollary benefit, creation of assignment-specific LibGuides increased collaboration and discussion between faculty and librarians.

Introduction

Connecting with a library user can be as simple as finding out the steps they need to take for an assignment or task. This article proposes a method for creating user-centered library resources with the popular software LibGuides, from Springshare, a content management system used by librarians to connect users to library resources and information.

Finding the "point of need" for students at South Georgia Technical College involved gaining an understanding of their essay assignments in psychology and English classes and meeting with their instructors to discuss problem areas. Point of need can be defined as the moment in a student’s research process when he or she needs access to certain kinds of information to complete an assignment or task (Peele and Phipps 2012).

Many library websites and bibliographic instruction sessions focus heavily on searching the library’s catalog or databases (Head and Eisenberg 2010). Instead of having a library website with broad categories (e.g., databases, magazines, newspapers) with an emphasis on searching, meeting students at their point of need highlights particular tasks (e.g., begin writing a research paper, create a thesis statement). It is important for libraries to “move from source-focused to research process-based instruction” (Stephens 2011; under "What we should do"). The research processes at play vary depending upon the academic setting. Many of the classes within program areas at this author’s institution did not require writing essays that incorporated sources and used specific citation styles. Explaining citation and plagiarism was another area of "need" to address in designing information services for this educational setting.

In this case study, the author outlines one library’s experience of creating assignment-specific LibGuides designed to meet students at their point of need, which resulted in an increase in overall usage of library resources. This paper hopes to demonstrate the value and “return on investment” that assignment-specific LibGuides can bring to academic libraries.

Literature Review

There are many articles that stress the importance of a LibGuide, or course guide, meeting students at their point of need. Solis and Hampton (2009) address incorporating course-specific web pages in BlackBoard as a
way to raise awareness of library resources and measured the usage of their course-specific web pages. The most heavily used pages had the most course integration (e.g., resources specifically for the subject and assignments). Solis and Hampton (2009) found through student evaluations of their course pages that students were overwhelmed by the library website and preferred course pages because the content was more relevant and tailored to their needs. The article demonstrates that inserting a library webpage where the students access course information (Blackboard) was much more effective than standalone library web resources.

Similar studies such as Daly’s (2010) of Duke University discovered through surveys that students found course-specific LibGuide pages in Blackboard useful. Daly’s study documented the progress of “embedded librarians” with course-builder access to faculty’s courses in Blackboard who created course guide interfaces with library resources using LibGuides. Daly measured hits to the LibGuide pages and found that LibGuides that were introduced with face-to-face instruction were more heavily used than LibGuides that dealt generally with a course’s subject area or library resources. Daly (2010) encouraged librarians to develop and maintain relationships with faculty and students in order to develop effective course-specific LibGuides. This article also showed the advantages of having course-guides in Blackboard and introducing those guides in-person to students.

While both of the aforementioned studies address the placement of LibGuides, other studies address students’ reception of subject guides. Ouellette (2011) examined student use and perception of subject guides and found that students only used subject guides as a last resort, preferred the database section of the guides, and preferred guides that are clean, uncluttered and use clear language. The author recommends that librarians highlight relevant databases by placing them on the homepage of the subject guide. The results of the study also suggest that librarians spend more time gaining an understanding of the different disciplines of the college in order to address the unique needs of their students (Ouellette 2011). The article highlights the importance of making subject guides more relevant to students by spending time figuring out what students are doing in their coursework and also touches on selecting relevant databases for different subjects.

Reeb and Gibbons (2004) conducted surveys, usability tests, and measured usage statistics, concluding that students do not connect well to subject guides. The article explores the disconnect between the way librarians organize information sources and how students approach information sources. Course management systems have created customized learning environments for students; therefore, the students expect similar personalization and customization on a library web site. The article cites numerous studies showing that students were unaware of subject guides and tended to use the web instead of databases or library resources for research. Reeb and Gibbons assert that coordinating library resources with courses is more conducive to the way undergraduate students approach library research. The article deftly unpacks the idea of “meeting students where they are” and proposes a “mental model” (Reebs and Gibbons, 10) for organizing library resources.

Other studies look at designing LibGuides with specific tasks and assignments in mind and recommend adjustments to LibGuides according to usage. In “Shaping the Curriculum,” Kirkwood (2011) provides a section on LibGuides and how they can maximize use of a library’s digital resources. Kirkwood measured the number of visitors to an engineering LibGuide page and recommends using LibGuide statistics to guide the process of altering the LibGuide (e.g., removing tabs that are not used) in order to streamline the page. Kirkwood (2011) emphasizes the importance of preparing digital tools that are easy for students...
to access with the hope that students will return to use other digital resources for other purposes. The article explains how a well-designed LibGuide boosts usage of digital resources, but only provides statistics for visits to LibGuides and did not track changes in database or resource usage after the introduction of the LibGuides.

Another study focuses on using LibGuides to aid students in the process of research. Little et al. (2010) discusses an initiative to create a Faculty Learning Community for sharing information on teaching research skills and creating a LibGuide that focuses on research methods. The research methods LibGuide was designed to assist a student from the beginning to the completion of a project. Each tab of the LibGuide was designed for each step of the research process (e.g., Getting Started, Choosing a Topic, Writing a Research Question, etc.). This LibGuide linked to different Internet and library resources that support various disciplines at the college. This particular research LibGuide page was one of the most popular guides offered and the authors provided statistics for the LibGuide views. The article provides a strong example of meeting a student at their point of need because it acknowledges each step a student must take in completing a project and provides tailored resources for each step.

Focusing on students’ research process is important. In 2010 over 8,000 students from twenty-five different campuses were surveyed and over three-fourths (84 percent) of the students reported that the most difficult step of the course-related research process was getting started (Head and Eisenberg 2010). The 2010 Project Information Literacy Progress Report recommends an emphasis of “the research process over research-finding of sources” (Head and Eisenberg, 39).

The studies all address the importance of meeting a student at their point of need. Most of the articles express the idea that one size does not fit all for library websites and that there is increased utilization of a website if the content meets a user’s needs. However, the only web traffic measured in the studies was visits to the LibGuides pages. The studies did not examine or draw a relationship between the introduction of an assignment specific web page and an increase in overall library resource usage. The studies did not attempt to measure a cumulative increase of library resources after the introduction of a course or assignment-specific web page. This paper attempts to establish such a relationship and supports this assertion with web traffic statistics.

Methodology

Participants

In fall 2011, 177 students attended library instruction sessions provided in English and psychology classes. In spring 2012, 141 students attended library instruction sessions and were introduced to homework-specific LibGuides. Of these students, 64% held high school diplomas, 20% held GEDs, and 15% had less than twelve years of primary education. A small percentage of these students had some post-secondary education. Participants were attending a technical college in southwest Georgia.

Materials

The materials were the homework-specific LibGuides, which were introduced in the spring 2012 semester. The author of this present article created three homework guides using LibGuides. Before creating these homework guides, the author set up meetings with each instructor to discuss the homework assignments. To effectively plan, design, and execute assignment-specific instruction sessions with LibGuides, a librarian needs to be informed of the nature of the assignment, the research skills of the students, and the expectations of the instructor.

Technical Colleges generally lack subject librarians. Subject librarians can be effective for
making students aware of library resources because they are in the position to work directly with students and faculty at the point of need within the discipline (Kerico and Hudson 2008). This author was in charge of collection development for over twenty different associate degree, diploma and technical certificate programs. Covering so many different areas created difficulties in developing collaborative relationships with faculty and becoming familiar with their coursework. This lack of familiarity naturally leads to challenges in designing user-centered library resources.

Creating homework guides spurred more interaction with a small group of instructors, who reviewed the homework guides before they were introduced to students. The process of creating LibGuides was beneficial because it put the author in the role of a subject librarian and increased librarian-faculty interaction.

**LibGuide Anatomy**

The homework guide, which can be viewed at [http://tinyurl.com/lgufnah](http://tinyurl.com/lgufnah), had three tabs, each with a separate page of resources. The first tab includes suggested steps for writing the assignment and posed questions to the students about their specific assignment topic. These steps include questions students should ask themselves about their topic before they begin writing. This series of questions was designed to get students into a researching state of mind. The first tab also provides appropriate databases for the research assignment and persistent links to the databases for searches on a few of the assignment topics. A link for outsourcing, for instance, brings up current articles on the topic from EBSCO databases. See screenshot below for an English essay assignment about ethics in commercial culture.

### Steps to Writing your Essay

**Step 1**
First, familiarize yourself with the concept of ethics, or business ethics.
- Ethics Definition from Merriam-Webster
- Business Ethics Definition from Answers.com

Your assignment is to write about ethics within a specific company or industry.
*If you already have a topic, proceed to step 2.*

**Step 2**
Think about your position on a topic.
- Is the company/industry behaving ethically?
- What kind of facts can you use to support your position?
- Does the company/industry act with ethics in mind? Profit in mind? Both?

Reading others opinions can strengthen your own. Review the sources below.

**Step 3**
Look at the list of sources below. You might use an article, book, or website.

Find information from these sources that backs up your point of view. Keep track of the sources you use. You will have to list them in your paper.

**Step 4**
Download the APA template before you start writing.

Refesh yourself on APA style whenever you plan to cite a source.

Remember to include the author's name and year after a citation (Miller, 2011) and include the full reference in your reference list.

Use Citation Machine for your references.

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**Topics**
Links below are EBSCO searches on these topics.
- Nutrition labeling in chain restaurants
- Wall Street - Good for American Economy
- Outsource
- Ethics of Advertising to Children
- Corporations and Environmental Responsibility

**Sources**
- Galileo - You can find current articles about your topic in Galileo. Search in the subject or abstract field for your topic, e.g., nutrition labeling, chain restaurants.
- Bloomberg Businessweek - This special ethics section provides breaking news and editorial about ethics in companies and corporate culture.

**APA Style**

The APA section of this guide provides a video and handout on how to avoid plagiarism and how to cite properly in APA style.

The first step in writing an APA paper is to download the APA template. Use Citation Machine and step by step information from your sources (Title, Website, Author, Date). Insert Citation Machine to create your reference list. If the article does not list an author, use the name of the website as the author. Copy and paste the full citations into the reference list, located on the last page of your paper.
The second tab includes a list of search widgets for books and online resources (e.g., library catalog, Google Books, EBSCO eBooks, Britannica Online, Credo Reference, Interlibrary Loan). In this tab a student can search six different sources without leaving the page. See screenshots below of the widgets included on the page.

![Search SGTC Catalog](image)

![CREDO reference](image)

![Search EBSCO eBooks](image)

The third tab includes templates for papers, resources on APA style, and a video tutorial about APA and plagiarism. The video was hosted by YouTube and part of the library’s YouTube channel. See screenshot to the right.

The homework guides contain all of the resources the author believed a student would need to complete his or her assignment. Instead of navigating through multiple sections of a library’s website and being redirected to different pages, these homework guides were designed to be compartmentalized, one-stop shop experience for the students.

**Timeline and Promoted Resources**

From February to April 2011 the library conducted seventeen bibliographic instruction sessions and promoted the library’s website, catalog, and YouTube channel. These 2011 sessions followed a more general search instruction model and were not designed specifically around assignments. The instructor guided the students to a “Topics for Research” section of the website, which included persistent links to searches on a variety of topics (e.g., affirmative action, cloning, and gun control). These topics were not selected on the basis of a particular assignment but highlighted as general research topics. The 2011 sessions highlighted the “Writing a Research Paper” page on the website, which included APA templates to download and links to library tutorials from other libraries about conducting research. Students were also shown a databases page from the website and the instructor demonstrated a few searches in one or two databases. The 2011 sessions included a section on searching the library’s catalog and ended with a visit to the library’s YouTube channel where a student could watch a video designed by the author as a refresher on the session’s key contents.

The homework LibGuides were created in the fall of 2011 but not published until spring of 2012. Links to the homework guides were added to the library’s homepage in the spring of 2012. From February to April 2012, the library conducted nine bibliographic instruction sessions and promoted the homework guides, which featured the library’s website, catalog, and YouTube channel.

**Data Collection**

Visits to the library’s homepage were measured using Stat Counter ([http://statcounter.com](http://statcounter.com)). Stat Counter can be installed on specific webpages by adding a few lines of code to the webpage. Data was collected for the library’s
homepage. The code for Stat Counter was installed on the library’s website pages before this author began his employment at the library. Google Analytics is the most widely used web traffic software and there was not a particular advantage or disadvantage to using Stat Counter because both software measures unique webpage visits via cookies in the unique visitor’s browser. The library in this study uses Library Solution automation software, which is part of The Library Corporation automation software. Searches on the library’s catalog were measured using the LS Reports feature in the automation software, specifically the “Count of Searches in the PAC” report. Visits to the library’s YouTube channel were measured with the analytics section of YouTube. The analytics section allows a user to set a custom date range to view channel visits.

**Results**

Web traffic during January through June 2011 (pre-homework guides) and January through June 2012 (post-homework guides) were compared. In January through June of 2012, searches in the library catalog more than doubled, visits to the library YouTube channel nearly doubled, and the visits to the library’s homepage increased (See Table 1).

| Table 1 |

**Resource Viewing Before and After LibGuides**

<table>
<thead>
<tr>
<th></th>
<th>Pre-LibGuide</th>
<th>Post LibGuide</th>
<th>Percentage Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Catalog Searches</td>
<td>1,753</td>
<td>3,782</td>
<td>115%</td>
</tr>
<tr>
<td>YouTube Channel Views</td>
<td>110</td>
<td>200</td>
<td>81%</td>
</tr>
<tr>
<td>Library Homepage Loads</td>
<td>2211</td>
<td>3225</td>
<td>46%</td>
</tr>
</tbody>
</table>

**Table 1 Bar Graph Format**

![Bar Graph Format](image-url)
Analysis

There were nearly twice as many bibliographic instruction sessions provided in 2011 (pre-homework guides) than in 2012. The same resources were promoted both years in the bibliographic instruction sessions. The dramatic increase in visits to the library catalog and YouTube channel, despite the lower number of bibliographic instruction sessions, shows a correlation between the introduction of homework guides and a greater usage of library resources. There was a substantial increase in the number of library website loads, but not nearly as large as the jump in web traffic to the library’s catalog and YouTube channel. There are links to the homework guides on the library’s homepage, but during bibliographic instruction sessions students were given direct links to the homework guides and this allowed them to bypass visiting the library’s website. This may account for the relatively less dynamic increase in traffic to the library’s homepage in comparison to the increases in traffic to the library’s Catalog and YouTube channel.

Discussion

These findings indicate that librarians should design resources and instruction that are not only about searching, but also about meeting a student at their point of need for each step of an assignment. By meeting with faculty and gathering specifics about assignments, librarians can become more than a resource for information sources. Understanding and aiding a student’s process of completing a task in this author’s experience, paid back dividends in the form of increased traffic to library resources. This is the “return on investment” or ROI that all libraries should seek when designing their website and or LibGuides. ROI in a library setting is defined by Tenopir (2013, 272) as a “quantitative measure expressed as a ratio of the value returned for each monetary unit invested in the library.” There are various methods for calculating ROI. One obvious method is usage reports. It is a basic assumption that the more data showing a resource is used, the more valuable the resource is to the user. Usage reports are important, but a library can more broadly demonstrate its value and ROI by showing evidence of supporting institutional goals. Regional accreditation standards and institutional goals often include information literacy as a learning outcome. Gratch‐Lindauer (2002) examined the standards of eight higher education accrediting commissions noting an increase of standards documents that included information literacy. Academic libraries can demonstrate value to administrators by designing information resources that incorporate information literacy into assignments. Information resources, such as the assignment‐specific LibGuides are designed to direct students to credible sources (e.g., databases with peer‐reviewed journals), to model precise searching with their persistent linked searches to topics, and to assist them in using sources properly to avoid plagiarism. Standard two of the ACRL Information Literacy Competency Standards (2013) is the ability to build search strategies and use them effectively and standard five is recognition of plagiarism and an understanding of attributing sources. When presented to library administration, statistics showing increases in web traffic to library resources, which support institutional goals and/or accreditation standards, can ensure funding for current and perhaps future expansion of online resources. Although this author did not present his LibGuides to the administration nor collect qualitative data about information literacy outcomes post‐LibGuides, this method of demonstrating value should be considered by all academic libraries. Continual funding of library resources should not be taken for granted because "today’s academic librarians must demonstrate their value to cost‐conscious university administrators" (Stielow 2011).
Data Limitations

As previously stated, web traffic to the library’s homepage was measured using Stat Counter. This web traffic analysis tool can be configured to measure exit pages, which are pages users click to leave a webpage, in this case the library’s homepage. In hindsight, there might have been a way to install or configure the Stat Counter code to determine if most of the library homepage visits resulted in users clicking the link to access LibGuides; in other words, exiting the library homepage to access the LibGuides. Had the author set up Stat Counter to measure exit pages, then the percentage of users that visited the library’s homepage in order to access the LibGuides could be measured. This would be valuable data.

Additionally, the library’s YouTube channel is available to anyone, not just students at the technical college. Users who are not students at the technical college might be contributing to the increase in YouTube channel views.

Challenges

Funding

LibGuides is commercial software, so ensuring continual funding can be a challenge. However, when designed correctly LibGuides can drive up usage of library resources, specifically if the resources meet students at their point of need. With the abundance of free web traffic software available, statistics are easily gathered on library resources. LibGuides also collects usage statistics. This web traffic can show administrators the return on investment that well-crafted LibGuides can deliver. After a year or two of increased web traffic, LibGuides can easily be presented as indispensable to a library.

Marketing

Ideally, there should be a LibGuide for each assignment that entails writing a paper and/or research. Staffing shortages can make this near impossible, so assignment specific LibGuides should be created for classes with the largest enrollment, thereby ensuring the largest exposure to LibGuides and the library resources they promote. Every assignment-specific LibGuide should be introduced with a library instruction session. Aside from in-person instruction, LibGuides should be integrated into the course management software a college is using (e.g., Blackboard, Moodle). Putting LibGuides into course management software places your library resources at a student’s precise point of need.

Participation and Faculty Buy-In

Faculty involvement with the library or librarians varies from college to college. Depending on the culture, faculty may see meeting with a librarian to discuss an assignment or LibGuide as extra work. In this case, a specific LibGuide can be designed by simply examining the handout that students receive for their assignment. From the handout, a librarian can glean the structure, the number or sources, and other requirements for the assignment and reflect these aspects in the LibGuide. Before it is published the LibGuide should be shared with the faculty member. When the faculty member approves of the LibGuide, then a librarian should follow up with a library instruction session introducing the LibGuide for the assignment.

Meeting with a librarian can be advantageous to faculty because LibGuides can emphasize or re-teach problem areas for students. For example, this author met with faculty who reported students having difficulty understanding what constitutes plagiarism. After hearing this feedback, the author added resources (e.g., videos and tips) dedicated to explaining plagiarism. Targeting trouble areas for students and including them in a LibGuide can save faculty time and effort. LibGuides can address the basic tenets of researching and citing sources, so faculty do not have to squeeze
these topics into their lectures and compromise their coverage of previously scheduled topics in a full syllabus.

**Conclusion**

Point-of-need LibGuides are a valuable tool in an academic librarian's arsenal. They can position a library to take on the challenges and demands of administrations that are looking for a “return on investment,” “data driven decisions,” or support for institutional goals or accreditation standards. There are few other tools that allow a librarian, who may not possess skills in HTML or web design, to arrange and present library resources so easily. User-centered resources that meet a student at their point of need are more pressing with the growth of online education. Virtual bibliographic instruction is growing and becoming more sophisticated, but librarians in all settings should heed the message of users who want library resources that are customized to their classes and assignments. As more people of differing ages and computer skill levels enter online or traditional courses, library resources should be accessible and relevant to their coursework. Aside from being highly beneficial to students, point-of-need resources are an imperative for libraries that want to be recognized as nimble and valuable to their institution of higher education.

*James C. Miller is the IT & Natural Sciences/Mathematics Liaison Librarian at Hollins University*
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Georgia Southern University

Instructional Technology Specialist Degree Opens Minds and Doors

When Fay Edwards, a fourth grade reading teacher at Taylors Creek Elementary School in Hinesville, GA, was asked to participate in an iPad project nearly three years ago, her first response was “sure.” Her next response, she said, was “what are they?”

In just three years, iPads, tablets, and Chrome books have become ubiquitous. Yet how best to use technology to improve the teaching and learning process, and to contribute to inquiry and research that uses ideas and information in many formats, still hasn’t reached far into classrooms and boardrooms.

That’s where Georgia Southern University’s College of Education has created a unique niche through its Instructional Technology Program, designed specifically to support those who seek creative ways to use computers and other technologies for instruction.

The Department of Leadership, Technology, and Human Development offers advanced study opportunities in instructional technology. These courses provide teachers, media specialists, instructional supervisors and postsecondary personnel the skills and competence necessary to select and use technology in all its forms. Attention is directed to the unique needs of individuals who aspire to leadership positions in the instructional technology field.

The knowledge base that supports this rapidly changing field is linked to the classroom practitioner and administrator through structured experiences that model the design, development, use, management, and evaluation of learning resources.

The M.Ed. in Instructional Technology is approved as a “new field” upgrade by the Georgia Professional Standards Commission (GaPSC) at the S-5 level. Those who would like to enhance their technology skills, but who don’t want state certification can obtain the M.Ed. in Instructional Technology without being certified in the public schools.

There’s no doubt that the technology field is growing at a rate that almost exceeds our capacity to understand how best to use its powerful teaching and learning capabilities. That’s where the Ed.S. in Instructional Technology and School Library Media Program steps in with a Specialist degree in each area of study. It’s a more intensive inquiry-based approach that emphasizes problem-solving and research skills applicable to a multitude of education topics and issues.

Dovetailing into the Instructional Technology Program is an Online Teaching Endorsement that helps professionals working with school librarians and tech specialists to help them develop online learning communities, online professional development modules and “flipped classroom” modules.

“We’re finding all these are growth areas for study,” said Dr. Charles Hodges, head of the
Instructional Technology Program. “It’s where we are as a society, and I believe it’s up to colleges of education to be in the forefront,” he continued.

Edwards’ experience was part of a project to test the effectiveness of iPads in the classroom. “With all the responsibilities we have as classroom teachers, I was very concerned as to how I would use them,” she said. With the help of the school’s tech staff, her iPad experiment was a resounding success.

And with COE’s Instructional Technology programs, educators, librarians and technology staff in and out of school systems can be assured they’re prepared to meet technology’s newest challenges.

For more information on Georgia Southern’s Instructional Technology Program, contact Dr. Hodges at itec@georgiasouthern.edu or look at our website at: http://coe.georgiasouthern.edu/itec/
Gwinnett County Public Library

Award-winning author Samuel G. Freedman to visit Gwinnett

On March 25 at 2 p.m. at the Georgia Gwinnett College Campus, Georgia Gwinnett College’s Department of Student Involvement and the Student Center, in partnership with Gwinnett County Public Library (GCPL) system, present Samuel G. Freedman, an award-winning New York Times bestselling author, Columbia University professor, and New York Times columnist.

Freedman will discuss his books Breaking the Line: The Season in Black College Football that Transformed the Game and Changed the Course of Civil Rights, National Book Award finalist Small Victories, Pulitzer Prize finalist The Inheritance, How Three families and America Moved from Roosevelt to Reagan and Beyond, as well as his other books.

Freedman is a professor at the Columbia University Graduate School of Journalism in New York City. He writes the column, “On Religion,” for the New York Times and has contributed to several other publications, including The New Yorker, Rolling Stone, and USA Today.

His newest book, Breaking the Line, shares the story of the historic battle for the 1967 black college football championship. In Breaking the Line, Freedman writes about two African-American coaches, Eddie Robinson of Grambling State University and Jake Gaither of Florida A&M University, and two African-American quarterbacks, James Harris and Ken Riley. These four individuals helped integrate the South’s segregated colleges and redefined the roles of NFL quarterback, head coach, and franchise general manager.

The event, free and open to the public, will be held in the LVIS Room in the Student Center at Georgia Gwinnett College. Ample free parking is available at Housing 3000 Building on Lonnie Havel Boulevard in Lawrenceville, Ga.

For more information about this event, contact us at getinvolved@ggc.edu or call the Gwinnett County Public Library at 770-978-5154. Details can also be found on the library’s website, www.gwinnettpl.org. Follow GwinnettLibrary on Facebook, Twitter, and Google+ to learn more about library events and services.

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At a special called meeting on Friday, December 13, the library board of trustees appointed Charles Pace executive director of the Gwinnett County Public Library. Pace has been executive director of the twenty-branch St. Louis County library system in St. Louis, MO since 2006. His past experience includes directing the Fargo, ND library system and managing branch libraries in Houston and Chicago. He holds a master’s degree in library science from the University of North Texas. Library Journal named him a “Mover and Shaker” in 2006.
In St. Louis, he maintained budget surpluses throughout the recession, led a successful campaign to fund capital improvements, increased circulation and library use, and partnered with more than one hundred community groups to help support the library system, which was named a "Top Workplace in St Louis" by the St. Louis Post Dispatch.

“The board and staff are excited that Charles Pace will lead the Gwinnett County public library system,” said Dick Goodman, chairman of the library board. “Coming from a library that is slightly larger than ours, serving a population similar in size to that of Gwinnett, he has the level and kind of financial, operational, and managerial experience the board feels is necessary to effectively manage our own dynamic library system.”

He pointed to Pace’s record of building community partnerships as one of the reasons the board selected him for the job. “We look forward to working with Charles to create stronger connections between the library and its patrons in the numerous and diverse communities the library serves and to guide the Gwinnett County public library to become a showcase of the 21st century library,” said Goodman.

Gwinnett’s library system receives county and state funding as well as self-generated funds. In addition, since 2001, SPLOST sales tax programs have provided more than twenty million dollars for new branch construction, renovations, upgrades and relocations. The library’s trustees are appointed by county commissioners.

The system owns more than one million books, magazines, e-books and media items and provides public access to 250 online databases at each of its fifteen branches. Last year, almost 290,000 cardholders checked out 6.7 million items with 21 percent handled by self-service. Staff answered more than 81,000 questions to the AskGCPL phone and email service and 4,880 volunteers donated 37,000 hours of service.

For more information about the Gwinnett County library system, visit their website at www.gwinnettpl.org.

The New Year brought a new Integrated Library System for Gwinnett County Public Library. With the new Polaris System, customers can now enjoy enhanced features in the library’s online catalog, including the ability to save their reading history. Customers will continue to use their same library cards and will still have many of the same features they enjoyed in the old system, such as online renewals, fee payments, and hold placement.

The dynamic interface better showcases the library’s collection, connecting customers with items they want and helping them better discover new selections.

New features of GCPL’s Polaris System include:

- **Did you mean?** This spell check feature offers suggestions for possible matches to your search.
- **Autofill Options.** Like Google, Polaris will offer autofill suggestions based on what you have initially typed.
- **Improved Relevancy Ranking.** Popular items will regularly appear at or near the top of the list of your search, even in a general keyword search.
- **Reading History.** One of customers’ most requested features, Polaris will be able to retain users’ reading history.
Customers can activate the feature if they wish to retain their history.

- **Faceted Searching.** Like Amazon, Polaris will offer customers the option to narrow their search results through facets on the left side of the screen.

Visit [lib.gwinnettpl.org/polaris](http://lib.gwinnettpl.org/polaris) for more details regarding this change. To learn more about the library, cards, and services, please visit [www.gwinnettpl.org](http://www.gwinnettpl.org), call 770-978-5154, text 770-450-5305, or find GwinnettLibrary on Facebook, Twitter, and Google+
Kennesaw State University

KSU Campus officials broke ground on a 4.4 million dollar renovation for the Horace W. Sturgis Library on October 9, 2013. This was during Founders Week, celebrating the university’s 50th anniversary. Plans include upgrading the mechanical/electrical infrastructure and repurposing the space on the ground and first floors.

OwlSpace2, a new student study area located on the ground floor, opened to the public on October 30, 2013.

A big welcome to our new library staff! Jin Xiu Guo, MLIS, graduated from McGill University, Montreal, Canada, is the Assistant Director for Technical Services. Her research focuses on institutional repositories, technical services workflows, and information seeking behavior. She is the president of CALA (Chinese American Librarians Association) Great Mid-Atlantic Chapter for 2013-2014.

Also, Jin was part of a group of speakers on behalf of CALA to attend the 2013 Chinese Library Annual Conference in Pudong, Shanghai on November 7–9, 2013. The conference was sponsored by the Ministry of Culture of the People’s Republic of China and organized by the Library Society of China. The speakers from the United States contributed ten presentations on the topic of “exploring and practice of innovative services in U.S. libraries.” Jin presented on “Engaging undergraduates in scholarly communication through institutional repositories.”

Nicole Strayhorn is a new Library Technical Paraprofessional I in the Technical Services Department. She has worked in three law firm libraries, one corporate library, one hospital library, and now two academic libraries. When she is not providing service in the library, she enjoys reading and drawing.

Dr. Linda Marie Golian-Lui, Associate Dean/Director of Library Services and Professor of Library Science, and Jennifer Young, Systems Librarian, presented “Six Thinking Hats for Effective Brainstorming and Problem Solving
Meetings” at the University System of Georgia’s Annual Computing Conference at Rock Eagle on October 25, 2013. “Six Thinking Hats” was also Dr. Golian-Lui’s topic at the SELA (South Eastern Library Association)/SCLA (South Carolina Library Association) Conference, November 13–15, 2013 in Greenville, South Carolina.

Hyun Chu Kim, Cataloging Librarian, Assistant Professor of Library Science and Asian Studies Liaison, attended the 2013 Overseas Koreanology Librarian Workshop from Oct. 13–19, 2013 in Seoul, Korea. The workshop was organized by the National Library of Korea and twenty Korean Studies scholars and librarians from major universities from ten countries participated. Hyun Chu presented “An Overview of Korean Studies Collection at Horace W. Sturgis Library” at the workshop.

Michael Luther, assessment librarian, presented at the Student Affairs Assessment Conference on October 15, 2013 at Emory University. Additionally, Luther attended the Southeastern Library Assessment Conference, October 21–22, 2013 in Atlanta.


The Sturgis library had eighteen presenters at COMO this year, including Eli Arnold, Sandra Barclay, Linda Bristol, Kiara Bynum, Ashley Dupuy, Linda Golian-Lui, Ana Guimaraes, Ashley Hoffman, Hyun Chu Kim, Alan Lebish, Michael Luther, Olga Russov, Chris Sharpe, Rita Spisak, Amy Thompson, Mary Wilson, and Jennifer Young. As the pre-conference GALILEO keynote speaker, Ashley Dupuy, Assistant Director for Instructional Services, discussed the topic “Personal Marketing and Career Management.”
Valdosta State University

Jessica Lee has joined the faculty of Valdosta State University (VSU) Odum Library, Valdosta, GA as an Assistant Professor of Library Science and Electronic Resources/Serials Librarian. Jessica received her Master of Science in Library and Information Studies from Florida State University in 2011.

Scott Piepenburg has joined the faculty of Valdosta State University Odum Library, Valdosta, GA as Associate Professor of Library Science and Head of Cataloging and Metadata Services. Scott began his new position on February 1, 2014. His prior experience includes the position of Cataloging Coordinator at the University of Wisconsin - Stevens Point and District Cataloger/System Administrator for the Dallas Independent School District, where he was instrumental in bringing up the initial DALLINK project, the first large-urban union catalog in the United States. Scott is the author of the popular Easy MARC series as well as articles on the future of library automation, the history of disc-based recording technology and the role of cataloging AV materials for school and public libraries. He has lectured around the United States on the topics of cataloging in general and authority control in particular and considers himself an “authority control junkie.”

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VSU’s MLIS Program Earns Reaccreditation

There is only one American Library Association-accredited Master of Library and Information Science program in Georgia and it is located at Valdosta State University. The ALA Committee on Accreditation granted continued accreditation status to the Valdosta State University Master of Library and Information Science Program at its January 26, 2014 meeting. The ALA first awarded accreditation to VSU’s MLIS program in 2007, and the next comprehensive review visit is scheduled for fall 2020.

Dr. George Gaumond, former university librarian, wrote a proposal to the Board of Regents of the University System of Georgia seeking to have VSU selected as the host site for an online library school after Emory University closed its library school in the mid-1990s. Clark Atlanta University had a library education program until 2005.

VSU welcomed the first nine students into its MLIS program in August 2001. Today, the program admits roughly eighty to ninety students a year. Enrollment numbers climbed
once the program was initially accredited in 2007. Most of the program’s students are older, working, married, and raising families. They come to the program from as close as the local community and as far away as Korea, Uganda, and China. A typical student takes two courses a semester, graduating in six or seven semesters.

The VSU MLIS Program is committed to offering a quality publicly supported online education for generalists and specialists in the library and information science fields. The program’s primary focus continues to be to educate librarians for academic, public, and special libraries in Georgia.

The mission of VSU’s MLIS program is “to prepare professionals who will exercise leadership in planning, promoting, implementing, and administering the preservation, organization, dissemination, and effective use of society’s recorded information.” The seven-member faculty teaches a curriculum that “reflects the role of library and information services in a rapidly changing technological and global society.”

Dr. Linda R. Most, associate professor and assistant director of the VSU MLIS Program, communicated that “the MLIS program faculty and leadership would like to thank the program’s students, stakeholders, and our professional colleagues across the university and in the wider LIS community for their support, advice, and encouragement through the reaccreditation process. We couldn’t have done it without you.”

To learn more about the VSU MLIS Program, contact the MLIS Program office at 229-333-5966 or mlis@valdosta.edu or visit www.valdosta.edu/mlis.
Permanent Access to Georgia’s Authentic Legal Documents

Librarians understand that, in addition to easy access, it is crucial to ensure the accuracy, authenticity, and preservation of primary electronic legal materials. Unfortunately, many states do not have mechanisms for authenticating or preserving their online legal materials, leaving these materials at risk of change or loss.

To track the current practices of each state, the American Association of Law Libraries (AALL) reports on the status of primary legal materials in each state on its State Online Legal Information site. The site covers online session laws, statutes, high court opinions, appellate court opinions, administrative registers, and administrative codes in all fifty states and the District of Columbia.

Based on information gathered from the 350 volunteers who contributed to AALL’s National Inventory of Legal Materials, for each category of legal material, the site tracks:

- Authentication: Has the information been made trustworthy through a digital verification system?
- Official status: Is the version governmentally mandated or approved by statute or rule?
- Preservation: Will the information be preserved in either print or electronic format?
- Permanent public access: Has the governmental entity committed to making the information permanently and publicly accessible?
- Copyright: Is the resource free of copyright restrictions?
- Universal citation: Has the state adopted a medium- and vendor-neutral citation system?

The website updates AALL’s 2007 State-by-State Report on Authentication of Online Legal Resources and 2009-2010 State Summary Updates, published by the Digital Access to Legal Information Committee (DALIC, formerly the Electronic Legal Information Access and Citation Committee). The state pages are updated by DALIC in conjunction with volunteers in each state.

During the past several years, AALL and its members have worked hard to support the drafting, approval, and promulgation of the Uniform Electronic Legal Material Act (UELMA), which addresses many of these concerns about online legal information. The American Association of Law Libraries’ Executive Board recently endorsed a Resolution on UELMA, which supports adoption of the act.

In a nutshell, UELMA requires that official electronic legal materials be:

- Authenticated, by providing a method to determine that it is unaltered;
- Preserved, either in electronic or print form; and
- Accessible, for use by the public on a permanent basis.

The Act specifically names four categories of state primary legal materials:

- constitutions
- session laws
- codified laws
- agency regulations which have the effect of law
UELMA also requires that if the online version is the only source for a primary legal material, the state must designate that online version as official. The act provides the states with the discretion to include additional categories of publications. It also leaves it to the individual states to decide which technology to use in implementing UELMA.

UELMA is supported by AALL, the Uniform Law Commission (which drafted and adopted the uniform act), and the American Bar Association (which approved it). Many other stakeholders—including the U.S. Government Printing Office, the National Archives and Records Administration, the Society of American Archivists, the National Center for State Courts, and the Association of Reporters of Judicial Decisions—were observers to the Uniform Law Commission drafting committee. Eight states have already enacted UELMA and many more are considering enactment. AALL provides charts tracking both enacted legislation and the status of pending legislation.

What can you do to ensure permanent access to official, authenticated online legal materials in Georgia?

- If you have additions or updates to information about the status of legal materials in Georgia, please contact me at aburnett@uga.edu.
- Familiarize yourself with UELMA by visiting the FAQ prepared and frequently updated by AALL Government Relations Office.
- If you know of a state legislator who might be interested in sponsoring the act in Georgia, please contact Anne Burnett at aburnett@uga.edu or AALL Director of Government Relations Emily Feltren at efeltren@aall.org.
- Prepare yourself to lobby your state legislators for UELMA enactment with AALL’s Advocacy Toolkit.
- Discuss UELMA’s importance with the librarians, attorneys, judges, and academics you know.
- Promote UELMA on your library’s blog.

Join your law librarian colleagues in supporting adoption of UELMA. By advocating for its enactment, you will help to ensure access to the state’s primary legal materials for many years to come.
Do you know someone whose contributions to Georgia libraries and/or the Georgia Library Association should be recognized?

Take the time to nominate a deserving individual or team today!

2014 GLA Awards Nominations

DEADLINE: April 18, 2014

Each year at COMO, the Georgia Library Association honors outstanding librarians, library staff members, and library advocates through the following awards:

Bob Richardson Award  
Charles Beard Library Advocacy Award  
Honorary GLA Memberships  
Library Support Services Award  
McJenkin-Rheay Award  
Nix-Jones Award  
Nora Symmers Paraprofessional Award  
GLA Team Award

Nomination form & description of awards available online:
http://tiny.cc/GLAawards

Complete the short nomination form and write a letter supporting your nominee. You may provide additional documentation about the nominee’s contributions to libraries and/or GLA.

By April 18, 2014, submit it electronically (if possible) or mail to:
Jean Cook, GLA Awards Committee Chair  
University of West Georgia, Ingram Library  
1601 Maple Street  
Carrollton, GA 30118  
Phone 678-839-6356/ Fax 678-839-6511 / jcook@westga.edu

In his new work, Through the Arch: An Illustrated Guide to the University of Georgia Campus, Larry B. Dendy aims to reveal the beauty of the University of Georgia’s campus while noting the institution’s many achievements in higher education. Dendy accomplishes this by highlighting the University of Georgia’s buildings, gardens, facilities, and surroundings. He also describes the history and academic accomplishments associated with each location. The result is an illuminating survey that delivers not only a highly useful guide to the physical attributes and landmarks of the University of Georgia (UGA), but also presents the history and cultural heritage of the university in a way that is both accessible and engaging.

Beginning with a brief history, Dendy offers a vivid overview of the University of Georgia’s campus and academic achievements. Drawing from the scholarly works of Joel Thomas Bowen, F.N. Boney, Thomas G. Dyer, Robert Preston Brooks, and many others, the author provides a comprehensive description of the history of the University of Georgia as an academic institution, its growth in higher education, and its cultural heritage. Starting with the Charter of the University of Georgia in 1785 (that marked UGA as the first higher education institution in the United States to be created by a state government), Dendy documents the major events in the history of the university, including the development of its academic programs and the need for expansion. Of particular interest is Dendy’s discussion of the social challenges and constraints over the years, as well the university’s progress and triumphs, including the enrollment of the first female students in 1918, and the enrollment of Charlayne Hunter, Hamilton Holmes, and Mary Frances Early, the first African American students accepted into UGA.

Following the brief history of UGA, the book is arranged geographically, with each chapter addressing the buildings, landscape, and history of each area of campus. The major sections include North, Central, South, and East campus, along with off-campus and athletic facilities. Dendy describes each of the highlighted buildings in great detail, discussing the structure’s architectural elements, interior layouts, furnishings, and renovations, as well as the historical events associated with each building. Dendy also acknowledges the leadership responsible for the different phases of campus growth and academic initiatives for the university throughout its history, while honoring the influence and contributions of the university’s donors and benefactors.

The text is complemented with hundreds of photographs, maps, and illustrations that help to display the vibrancy of the university’s campus, culture, and legacy. As a supplement to the text, Dendy includes sidebars describing...
significant historical events, campus traditions, legend, and lore. The reader learns of the legends of Joe Brown Hall, the experiences of UGA’s first female students, the Forestry School “Student Revolt,” and other colorful anecdotes. Dendy also includes a sidebar section called UGA Memory, which incorporates personal accounts and experiences of UGA alumni.

Through consultation with the University Architect’s office, UGA Archives, and diligent study of works by the state’s most prolific historians, Dendy successfully accomplishes his goal of illustrating the beauty of UGA’s campus while conveying the richness of its history. Much more than a guide to campus landmarks, this volume contains a wealth of historical detail and cultural perspective that would be a useful tool for the UGA freshmen first-year experience. With a succinct and highly accessible approach, Dendy has created a valuable resource that would appeal to current students, alumni, and anyone interested in UGA’s campus and its place in Georgia history.

M. Benjamin Barton is Collection Development Librarian at Brenau University.