

Fall 2005

## The Southeastern Librarian v. 53, no. 3 (Fall 2005) Complete Issue

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Volume 53, Number 3, Fall 2005

# The Southeastern Librarian



# *The Southeastern Librarian*

Volume 53, No. 3 Fall, 2005

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**Cover:** In 1999, the Locust Grove Public Library moved from a 600 sq. ft. room in the city municipal building to the 1,200 sq. ft. old Locust Grove Post Office. Due to the phenomenal growth in Henry County, the spacious feeling disappeared in less than two years and funding was approved for a new library. This allowed a 15,000 sq. ft. building to be designed and constructed. The Grand Opening Celebration was held on November 6, 2005. Thanks to Gordon Baker for the photo and information.

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## President's Column

The summer and fall of 2005 have radically changed the landscape of libraries in the South. Southeastern Library Association members are encouraged to make donations to rebuild and repair the library infrastructure that we often take for granted. One of my colleagues at Kentucky Department for Libraries and Archives recently returned from a tour of duty in Mississippi. He gave first hand testimony of the overwhelming devastation that engulfed major portions of the region. A way to be part of the clean-up efforts is to contribute to the American Library Association's Hurricane Katrina Library Relief Fund located at <https://secure.gal3.org/03/alakatrina>. Other options are located on the ALA web site or by linking to Mississippi State University resource list through the Southeastern Library Association web site at <http://library.msstate.edu/katrina>.

Vice-President/President-Elect Faith Line and her committee are continuing planning efforts with the Tennessee Library Association for the SELA/TLA joint conference scheduled for April 5 – 7, 2006 at the Hilton East in Memphis, TN. Spring is a gorgeous time in Memphis. From the blues to the ballet – Mud Island to the Museum of Art, Memphis will welcome SELA with a strong conference program and a wide variety of entertainment options.

In September 2005, I was privileged to represent Kentucky at the Fifth Annual National Book Festival in Washington, D.C. The Institute for Museums and Library Services (IMLS) estimated the crowd at between 90,000 and 100,000. I feel that I personally spoke to at least half that crowd on that busy Saturday.

The Southeastern states were located in a quadrant in a large tent that housed representatives from all states, territories, and the District of Columbia. The Kentucky group was located between Arkansas and Georgia and we had an occasional opportunity to chat about libraries, literacy, literary events and the upcoming SELA conference.

Each table had mementos including souvenir pins, maps and brochures about library services and literacy events. As individuals paraded through the "Pavilion of the States," each carried a map. Volunteer staffers stamped each passport and gave a brief welcome with a quick fact about the state. Participants were polite, curious and often made a reference to a famous event. There were numerous comments about horse racing and fried chicken. Occasionally, a confidence would be shared about a Kentucky ancestor or a visit to the Commonwealth.

In addition, the Mall was filled with a variety of tents including author pavilions devoted to Children, Teens & Children, Fiction & Fantasy, History, and Mysteries & Thrillers. Authors lectured and autographed books while fans queued up to purchase books and pick up give-aways.

The Pavilion of the States was organized by the Library of Congress, Center for the Book. The Institute of Museum and Library Services (IMLS) was the major pavilion sponsor, with additional funding from the National Endowment for the Humanities (NEH).

Plan to visit the 6<sup>th</sup> National Book Festival on September 30<sup>th</sup>, 2006 on the Mall in Washington, D.C.

All the best,

Judith

## From the Editor

The leaves are changing, the air is crisper, and students are returning to classes – fall is here! The pace quickens just a bit as things settle into their old routines. As I put together this issue of the journal, it just seems like I finished the last. Before becoming editor, I always wondered why it took so long for me (as someone who had submitted an article) to hear anything or see results from the publisher. Now that I'm on the other side of the fence, I understand things more clearly. I thought I would just briefly outline for you, both readers and potential contributors, the process involved for *The Southeastern Librarian*.

First and foremost, remember that each person working on the issue has “another job” which in itself lengthens the process. When an article is submitted, it is forwarded and blindly evaluated by three reviewers. It may take a couple of weeks to find reviewers and then up to a couple of months for the reviews to be completed. Once all the reviews for a particular article are returned, the original and commentary from the reviewers are sent to the Editorial Board for final review and recommendation. Again, this may take a couple of months depending on the schedules of the Board members. If an article is accepted, then the reviewer comments are returned to the author for possible revisions. Completion of this process depends on the schedule of the author. I then review the final manuscripts and the Board decides when the article will be published.

As you can see, a lot of work is involved in this process. I would like to thank my Editorial Board: **Margaret Foote, Tyler Goldberg** and **Catherine Lee** for their support this year. But most of all, I am in deep appreciation to my reviewers. During this past year as of press time, twenty-three reviewers reviewed twenty-eight submissions. The reviewers were:

Paula Barnett-Ellis  
Diane Brown,  
Bryna Coonin  
Tim Dodge  
Elizabeth Doolittle  
Lisa Ennis  
Peggy Flaherty  
Marie Garrett

Paul Huschak  
Catherine Jannick  
Florence Jummonville  
Marilyn Lary  
Deborah Lee  
Camille, McCutcheon Nancy  
McKinney  
Nicole Mitchell

W. Bede Mitchell  
Jodi Poe  
Susan Ryan  
Jeff Slagel  
Brett Spencer  
Annabel Stephens  
Jane Tuten.

I hope you enjoy the fruits of these labors in this issue.

Perry Bratcher

## FORMAT CHANGE

Beginning with the next issue, *The Southeastern Librarian* will split into two publications. An electronic newsletter issue will be published in the winter and summer. A print “scholarly” issue will be published in the spring and fall. The newsletter issue will be retitled and renumbered. The print issue will retain the current title of *The Southeastern Librarian* but will only publish two issues per year.

# **OUTSTANDING SOUTHEASTERN LIBRARY PROGRAM AWARD CALL FOR NOMINATIONS**

**For the Biennial Meeting with the Tennessee Library Association  
Memphis, TN, April 6-7, 2006**

**Purpose:** To recognize an outstanding program of service in an academic, public, school, or special library in a Southeastern Library Association member state.

**Criteria:**

1. Any academic, public, school, or special library in the member states of the SELA may be cited for an outstanding program of service. Programs of service may include, but are not limited to library activities, projects, or programs.
2. The program of service must take place during the biennium in which the nomination is made.
3. The minimum time span for a nominated library program must not be less than three months, including the development and evaluation stages of the program.
4. The person making the nomination must be a member of SELA.
5. Nomination applications for the award should include the following information:
  - SELA member's name
  - Library's name, address, telephone number
  - Beginning and ending dates of the program
  - Narrative statement describing the program
    - goals and steps to achieve the goals
    - special contribution of the program/project
  - Supporting documents related to program publicity

**Nomination deadline is January 10, 2006.**

Please contact Nanette Kicker or Catherine Lee, Co-Chairs, to submit a nomination or request additional information. Nominations, including the application and supporting documents can be mailed, emailed or faxed to either of the co-chairs. It is requested that an electronic copy of the application be provided for distribution to the committee.

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## CALL FOR NOMINATIONS FOR ROTHROCK AWARD

**Purpose:** *To honor a librarian who has contributed substantially to the furtherance of librarianship in the southeast during a career.*

**History:** The Rothrock Award was established in 1976 from the will of Mary Rothrock. It was sent to the SELA President on February 11, 1976, and stated, "I bequeath \$10,000 to the SELA, the income from which shall be used to establish a biennial award. The recipient of this award is to be designated by a committee of the Association from among librarians of the Southeastern States, and chosen for exceptional contribution to library development in the Southeast." The committee shall be appointed by the President of SELA and shall include librarians from varying member states of SELA. The recipient of this award has always been kept secret until the actual presentation is made during the conference.

**Criteria:**

1. The age and years of service should not be a deciding factor in the selection.
2. Service in one or more states of the southeast would qualify a person for nomination for the award.
3. The award should be made to only one person in any biennium, and, if no deserving person is nominated, an award may be omitted for that biennium.
4. Nomination must be made by an SELA member.

Submit nominations along with any supporting biographical material, to any member of the Rothrock Award committee by **January 15, 2006**. Please provide name of nominee, nominee's phone/email, mailing address, SELA member making nomination, member phone/email, signature, date and supporting biographical information.

Kitty McNeill, Co-chair Oxford College Library Emory University P. O. Box 1448 Oxford, GA 30054 <a href="mailto:kitty.mcneill@emory.edu">kitty.mcneill@emory.edu</a>	Stephen Patrick, Co-chair Sherrod Library East Tennessee State University P. O. Box 70665 Johnson City, TN 37641 <a href="mailto:patrick@etsu.edu">patrick@etsu.edu</a>
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## Seeding the Vision: Designing a Minority Librarian Residency Program - Part 2

Kawanna Bright, Jayati Chaudhuri, Jill Keally, Maud Mundava

Kawanna Bright is currently an Assistant Professor/Instructional Services Librarian for the Reference and Instructional Services Department at the University of Tennessee at Knoxville libraries. She can be reached at [kbright@lib.utk.edu](mailto:kbright@lib.utk.edu). Jayati Chaudhuri is currently the Science Reference Librarian at the James A. Michener Library of the University of Northern Colorado. She can be reached at [Jayati.chaudhuri@unco.edu](mailto:Jayati.chaudhuri@unco.edu). Jill Keally is currently an Associate Professor and Assistant Dean at the University of Tennessee at Knoxville Libraries. She can be reached at [jkeally@utk.edu](mailto:jkeally@utk.edu). Maud Mundava is currently an Assistant Professor (Social Sciences Librarian) for the Reference and Instructional Services Division of the University of Tennessee at Knoxville Libraries. She can be reached at [samemundava@aztec.lib.utk.edu](mailto:samemundava@aztec.lib.utk.edu).

### Introduction

This is the second article describing the design and implementation of a Minority Librarian Residency Program at the University of Tennessee Libraries. The first article, which appeared in the spring 2004 issue of *The Southeastern Librarian*, provided the background for “Seeding the Vision” and outlined the process used to identify, recruit, and interview qualified librarians for the residency positions. In this article, readers will learn about the final steps in the search process and hear from the residents themselves about their experiences to date.

### Seeding the Vision, part 2

At the conclusion of the interviews, the search committee began its deliberations. Faculty and staff evaluations proved insightful. It was clear that all five finalists were not only qualified but also genuinely interested in our program. Reaching consensus proved to be difficult. We were fortunate, however, that the search committee had worked together for more than a year as members of the Libraries’ first Diversity Committee. This experience enabled us to address our differences of opinion in an open, honest, and respectful fashion. Library support staff felt comfortable disagreeing with faculty colleagues.

In the end, those candidates with recent experience in academic libraries along with a demonstrated interest in research received the highest ratings. The committee remained split,

however, in its choice of the two finalists. Finally, in desperation, the committee asked the dean if we might hire three, instead of two residents. After consultation with university administrators, the dean agreed to fund the third resident from a restricted (endowed) account.

At the end of June 2003, the head of library personnel called and offered the positions to three individuals. All responded positively. Following the same procedures used during other faculty searches, the search committee chair telephoned the other finalists and sent letters to the remaining candidates informing them of the Libraries’ decision. Although one of the candidates was local and available (even anxious) to start work immediately, we felt it was important for all three to begin at the same time. We needed enough time to complete the necessary paperwork, locate appropriate housing, select moving companies, and move two of the residents to Tennessee. We also needed to plan an orientation program for the residents. After consulting the successful candidates about their preferences and needs, we determined that the residents would begin employment on September 1, 2003.

Communication with and between the three residents began immediately after they accepted the positions. Each was given an e-mail account and encouraged to get in touch with us and, more importantly, with one another. Members of the Diversity Committee offered assistance in various ways: some offered to find housing; some offered furniture; others offered to introduce them to the community; one person



offered to meet them upon their arrival in Knoxville and to help them get settled.

One of the first tasks was to locate appropriate office space for the residents. Our goal was to put them in close proximity to one another as well as to other librarians. Since the majority of our library faculty works in Reference & Instructional Services (RIS), we identified and configured office landscaping to accommodate all three residents in this location. Although the residents would be rotating to various teams, RIS became “home base” for the first year of their residency. We purchased laptops that would enable the residents to move easily from one work area to another.

### **Orientation: The Libraries’ Perspective**

In collaboration with the Diversity Committee and the Libraries’ team leaders, the head of personnel created a month-long orientation program for the residents. The first order of business was to orient them to the library, to their personal computers and their e-mail clients. The calendar included not only opportunities to spend at least a half-day in each team, but also included tours of branch libraries, visits to the campus museum, Black Cultural Center and the International House. During the first week, the Diversity Committee hosted a Welcome Event in the library, providing all staff with an opportunity to meet the residents. Everyone was encouraged to invite the residents to lunch and to include them in as many activities as possible. The primary goal of the orientation was to give residents enough information about each team within the Libraries so that they could select their first rotational assignment before the end of the month. In retrospect, the orientation accomplished much more than originally intended.

First, the orientation allowed the residents to become comfortable with their new surroundings before actually being asked to “perform.” It also gave them an opportunity to develop mentoring relationships with both the head of personnel and former head of Diversity Committee. The fact that they began working at the beginning of fall semester enabled them to participate with other faculty and groups in events and activities that occur at this time of year. Along with other librarians, they attended a

fall social at the dean’s house; a lunch with Library Friends (donors); and participated in various library and campus workshops.

Second, a month-long orientation allowed the residents to get to know one another—not only as colleagues but also as friends. Each brought to the residency program different skills, talents and experiences. They learned quickly that as a group (or team), they were able to accomplish more than as individuals. Even prior to their arrival, the residents agreed to serve on several library committees. This early involvement was another important factor in their acclimatization.

Finally, orientation enabled the residents to spend time in each unit and team so that, by the end of the September, they had enough information to select a first rotational assignment.

### **Orientation: The Residents’ Perspective**

Being a new employee at a large academic institution such as the University of Tennessee can be overwhelming and intimidating. It was especially daunting for us as residents.

Our work as Minority Resident Librarians began with a month-long orientation arranged specifically for us. There were a number of welcoming events, including receptions and lunches with various colleagues and staff. Each day, we benefited from the opportunity to learn about the functions of various departments in the Libraries. We were happy to observe that the faculty and staff in such a large system interact with each other well, collaborating both formally and informally to deliver user-centered services to the university’s clientele. Attending some of the administrative meetings and workshops, and meeting Library Friends, faculty and staff gave us insight into the organizational structure of the Libraries. But the orientation did not just introduce us to the Libraries’ units and departments but also to other areas of interest around the campus, such as the McClung Museum, Black Cultural Center and the International House. It was beneficial to learn our way around the university, not just the Libraries. Although it was an exhausting process, we felt the orientation accomplished its goal, thanks in part to the support of the program coordinator, the Diversity Committee, and our

departmental colleagues. We learned more about the Libraries in that first month than most employees learn in their first year.

### **The First Rotation: The Libraries' Perspective**

At the conclusion of the orientation, the residents began their first rotations. Two of the three preferred to work in functional areas of the library with which they were already familiar. The third chose to work in The Studio which provides media equipment, computers, software, and consultation services for the creation of media-enhanced instructional products. The mentors and team leaders did not feel that it was in the best interests of the residents, nor the program, for the group to remain together during their rotational assignments. As library staff reflected on this, it was the right decision. Teams benefited from the assistance provided by the residents; residents benefited from the one-on-one training and the opportunity to meet staff and faculty working in other areas of the Libraries; the program benefited from the positive impressions and contributions that each of the residents made during the first rotational assignment.

Working with the rotational supervisors, each resident wrote a job description and set goals in preparation for the performance review that occurred at the end of the three-month rotation. Successes during the first few months produced a level of confidence that helped them strive for and achieve even more than anyone had expected during an initial rotation. They taught classes, made presentations, attended conferences, and even wrote a grant proposal. In November, almost half-way through the first rotation, the residents were already thinking about their choices for their second rotation.

### **The First Rotation: The Residents' Perspective**

#### **Kawanna Bright**

*Kawanna Bright received the Masters of Library and Information Science from the University of Washington in June 2003. At UW, Ms. Bright was an active participant on the Information School's Diversity Committee and created several websites.*

Admittedly, my choice for the first rotation of my residency surprised everyone. Instead of selecting Reference and Instructional Services, an area where I had worked previously at the University of Washington, I chose to work in The Studio, a multimedia lab that offers services to the UT community ranging from video production to website development. I was enthralled with this new area, not having seen one in a library before, and curious about how it functioned and the role of the academic librarian within this area. No one had expected any of the residents to select this location during the first year, but to the credit of the Libraries, and The Studio staff, I was welcomed with open arms.

The Media Services Librarian in charge of The Studio worked diligently to help design an orientation to the area that would introduce me not only to The Studio as a place, but to The Studio's place within the Libraries' system as a whole. As the newest member of the Studio staff, everyone from the head of the department to the undergraduate student assistants willingly shared their expertise with me. I participated in all aspects of The Studio, from assisting patrons to participating in staff meetings.

Working in The Studio presented both expected and unexpected challenges for me as a new librarian. My ability to help library patrons was dependent upon my knowledge of the software and equipment. Learning how to operate workstations running both Mac and PC platforms along with the various applications was especially challenging. At the same time, I agreed to prepare a subject guide for a new and evolving area called Media Arts. With no background experience in this area, I had to complete extensive research to determine exactly what the study of Media Arts involved, how it was taking shape at UT, and what resources were the most useful and available on the subject. With the help of the Media Services Librarian, I prepared a subject guide for the Media Arts. (<http://www.lib.utk.edu/refs/mediaarts>)

What I do not want to overlook about my first four months on the job are the other assignments that also contributed to my overall understanding of the Libraries. For example, I served on three committees: the Staff

Development Advisory Committee (SDAC), the Diversity Committee, and the Dean's Faculty Advisory Committee. As an active participant in all three groups, I made the most of the opportunities presented to me. As a result, I gained both teaching and leadership experience. I designed and taught a three-part workshop on Macromedia Flash for the staff and faculty of the Libraries and was given the opportunity to coordinate the development of the Libraries' Culture Corner, a collection of resources that showcase titles from the Libraries' collection related to the many dimensions of diversity.

I think back now on the orientation and my four months in The Studio and realize how much I have learned in such a short time. I also know that the first five months were only the beginning – there is still so much to experience, and I welcome it with open arms.

### **Jayati Chaudhuri**

*Jayati Chaudhuri earned her MLIS from the University of Rhode Island in fall 2002. Ms. Chaudhuri holds a second masters in geography from the University of Calcutta, India.*

Rotating into different departments of the Libraries is a unique component of the residency program. This exclusive experience gave the other two residents and me a minimum of three real-life job experiences in different facets of the Libraries. I chose to spend my first rotational assignment in the Cataloging unit, which is part of Technical Services and Digital Access. To begin my training, the team leader demonstrated the various components (modules) of the integrated system Aleph. Next, I learned how to use the Cataloger's Desktop and the Library of Congress Classification Web. As part of my database maintenance responsibilities, I searched for records in OCLC, exported them to Aleph, changed and modified the records in Aleph, and created the holdings and item records. In addition to cataloging monographic materials, I also learned how to catalog electronic theses and dissertations. Since I have experience and interest working with cartographic materials, the final phase of my training included an introduction to cataloging resources that pertain to this particular format. My first rotational experience was rewarding for several reasons. Not only did I learn how to catalog various

material formats, but I also gained an understanding about the workflow of the cataloging and acquisition functions. Finally, while the training benefited me, I, in turn, was able to make contributions to the team.

As a resident, I receive both formal and informal mentoring from the resident program coordinator and the Training Librarian, who is also a member of a minority group that is underrepresented in the library profession. In addition, each time I rotated to a new department, my departmental supervisor automatically became my mentor as well. There are also opportunities for development of informal mentoring relationships with the senior librarians in the Libraries who are interested in supporting minority librarians in the early stages of their careers. Mentoring has played an important role in helping me strengthen my skills and expand my knowledge base.

Serving on committees is an essential component of the UT Libraries' residency program. Currently, I serve on both the Libraries' Diversity Committee and the Staff Development Advisory Committee. I am always encouraged and guided to become involved in various committee activities inside the library, on campus, and in the profession.

### **Maud Mundava**

*Maud Mundava received her MLIS in spring 2003 from SUNY-Buffalo as a Fulbright Scholar. She holds a BA in history and two postgraduate diplomas from the University of Cape Town, South Africa and previously worked as a librarian at the University of Zimbabwe.*

Although I found it difficult to choose a first rotation, after consultation with the program coordinator and the other residents, I chose Reference and Instructional Services (RIS).

The opportunity to work closely with the public excited and challenged me. I spent most of the first week in RIS with the department head who helped orient me to the team's functions, staff, and services. By the second week, I was providing information and other services to the patrons at the main reference desk. In addition, I was working in the Digital Reference Center, responding to virtual requests received via the

chat room, e- reference, and telephone. Since training is a very important component of the program, I worked closely with the Social Sciences Coordinator and other senior librarians as well. Their collective advice and support and in some cases one-on-one instruction contributed to the knowledge I needed in order to make a successful transition to a new environment and a new position. Throughout the rotation, the head of the department was readily available to assist me with any question that I had.

In addition to learning the functions and activities of RIS, I was also encouraged to learn about the operations of the Libraries. As a result, I joined task forces and committees, and attended departmental and general faculty meetings. These opportunities enabled me to meet other librarians outside the department and to learn what was happening in other areas of the Libraries. With the help of the head of RIS and the Social Sciences coordinator, I created a plagiarism guide for students (<http://www.lib.utk.edu/instruction/plagiarism>).

This assignment helped to sharpen my web design skills. Unfortunately, a three-month rotation was not enough time for me to teach classes, even though I have a passion for teaching and training our users. However, I had the opportunity to observe classes taught by other librarians, and in the near future I will be conducting a workshop for students on “Understanding Plagiarism.”

Having briefly discussed my participation on committees, it should also be noted that, as residents, we are expected to participate not just in departmental committees, but in any other professional activities that help the library function as a system. To this end, I joined the Diversity Committee and the Staff Development Advisory Committee at the time of my appointment. They are proving to be eye-openers for me. In addition to individual initiatives, I am involved in team work with the other residents. We are involved in grant writing and have submitted two conference proposals for the Tennessee Library Association and for the National Diversity Conference. Participation in these activities has further enhanced my writing and communication skills. Above all, they have allowed me to contribute positively to the organization’s priorities.

The Minority Librarian Resident Program has not only facilitated a training ground for me, but also a professional forum to actively contribute to the organization and the university community at large. Working in the reference department was exciting, stimulating and challenging. Interacting with the public has strengthened my desire to keep up with the current developments that enable user satisfaction. I feel privileged to be part of a community that is committed to quality and excellent service to our users. What I have learned so far will form the basis of lifelong skills and expertise that I can always cherish and be proud of in my career.

The other two residents and I agree that it is advantageous to have more than a single resident in the program. As peers, we are comfortable sharing our ideas and our experiences. The ability to work as a group, not just as individuals, is mutually beneficial. Thus far, we have worked together on a number of projects including a library workshop presentation and local and national conference presentations and projects. Recently, we applied for and won the 2004 Cultural Diversity Grant offered by the Library Administration and Management Association. Working as a team, we have developed a web site that will enable us to create a platform to share information about residency programs in other libraries and to link past, present and future residents across the country.

## **Conclusion**

At the time of this writing, the residents have completed the rotational phase of the program. All three have selected to work in Reference and Instructional Services during the second year of their residency. Staff, faculty, and administrators marvel at how much they have accomplished. Their successes in both the work environment and the library profession have convinced the Libraries’ administration to move ahead with plans to recruit and hire a second class of residents. The seeds have been sown, watered, and fed. Plants are almost fully grown. Soon, buds will form. Stay tuned for the final chapter to be written next summer when the flowers are bloomed and fertilized, resulting in a new seed pod.



The Diversity Committee and the residents at a restaurant

## **CALL FOR NOMINATIONS – SELA PRESIDENT’S AWARD**

The Southeastern Library Association is accepting nominations for the SELA President’s Award. The purpose of the award is to honor an individual outside the library profession who has made a significant contribution to the development or promotion of libraries in the Southeast. The President’s Award was established by the Executive Board of SELA in March, 1988. The President’s Award Committee is appointed by the President of SELA and shall include members from a variety of states in SELA.

### ***Criteria and Guidelines:***

1. The award is given to an individual outside the library profession who has made a significant contribution to Southeastern libraries in one or more states.
2. The award will be presented to one person in a biennium, typically at the SELA conference. If no suitable nomination is received it may be omitted for that biennium.
3. The nomination for the award must be made by a SELA member. The recipient need not be a member of the association.

Deadline for submission of nomination: **December 31, 2005**

Required information: Persons nominating an individual should forward a resume of the nominee including professional/business and association activities, membership in civic organizations, writings if pertinent, single events and or other honors received. The person making the nomination will include a short statement outlining the nominee’s major contribution(s) to the Librarianship in the Southeast. Supporting documentation such as articles in local, statewide and national press, brochures, correspondence, letters of commendation, etc. are welcome and encouraged.

Submit nominations by December 31 to Frank Allen or Linda Harris at:

Frank R. Allen, Chair  
SELA President’s Award Committee  
Associate Director for Administrative Services  
University of Central Florida Libraries  
PO Box 162666  
Orlando, FL 32816-2666  
[fallen@mail.ucf.edu](mailto:fallen@mail.ucf.edu)

Linda S. Harris, Co-Chair  
SELA President’s Award Committee  
Head, Reference Services and Business Librarian  
Mervyn H. Sterne Library, SL 136B  
University of Alabama at Birmingham  
1530 3<sup>rd</sup> Avenue South  
Birmingham, AL 35294  
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## **May the Bun Be With You: An Annotated Bibliography of Librarians and Their Image**

David M. Salinero, Jill E. Grogg

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### **Introduction**

Melvil Dewey commented in *Library Journal* in 1876, “the days of the librarian as a mouser in musty books must pass.” Nearly 130 years later, however, librarians continue to combat the same image. A very real tension exists between librarians’ attempts to alter their image(s) and the popular press’ and the public’s lingering preference for Marian the Librarian similes. In June 2003, the *Toronto Star* published an article discussing the 2003 American Library Association/Canadian Library Association Joint Annual Conference, “Forget the Sensible Shoes, Librarians Turn a New Leaf.” In the article, Kerry Gillespie specifically addresses a 2004 calendar, *Hot Picks @ Your Library*, which showcases 16 librarians in different settings; among these is a librarian astride her Harley Davidson. This image of a hard-ridin’ motorcycle librarian is juxtaposed with the standard references to repressed old maids. Gillespie, while framing her conversation about the changing image of librarians, relies on a tired stereotype and comments that librarians in Toronto were “out to prove just how wrong the spinsterish image of Marian the Librarian really is” (2003, A01).

As the *Hot Picks @ Your Library* calendar indicates, librarians take creative opportunities to dissuade the public of the “image of a dour-faced matron behind a forbidding desk” (Gillespie 2003, A01). But how do librarians attempt to frame their own discussion of the classic caricature? The authors wanted to know how librarians themselves have considered and researched the impact of the stereotype on the profession. What follows is a literature review of materials published over the past 20 years. These materials span the gamut of libraries and librarians, from the real to the imagined,

including materials such as students’ perceptions of academic librarians, the public’s misconceptions of librarians in Canadian public libraries, and portrayals of librarians in fiction. By reviewing materials published over a 20-year time period, the authors have captured a microcosmic glimpse of the changing image(s) of librarians.

The articles and books included in the following annotated bibliography represent both scholarly studies and opinion pieces; this list is by no means comprehensive. The authors chose to include a wide variety of publications and types of articles in order to paint a broad picture of how librarians have considered and studied their own stereotype.

### **Annotated Bibliography**

Abram, Stephen and Maggie Weaver. 1990. “Professional Image: Ms. Wiggins Must Go.” *Canadian Library Journal* 47 (December): 401-402.

Stephen Abram and Maggie Weaver offer several examples of how the information industry bites one of the biggest hands that feeds it by bashing librarians in many of its advertising campaigns. The authors argue that other industries do not negatively portray their core customer base; therefore, librarians must insist that the producers of information technology refrain from attacking their primary audience. By understanding and asserting their collective buying power, librarians can force advertisers to change tactics.

Adams, Katherine. 2000. “Loveless Frump as Hip and Sexy Party Girl: A Reevaluation of the Old-Maid Stereotype.” *Library Quarterly* 70 (July): 287-301.



Even with technological changes and advances in their profession, librarians still feel oppressed by the old maid image. Adams advocates a process of parody, mimicry, and “ironic redeployment” (293) which will confront, and possibly redefine, the stereotype while also empowering librarians. The study of stereotype is covered in more detail in Radford and Radford’s “Librarians and Party Girls: Cultural Studies and the Meaning of the Librarian.”

Arant, Wendi and Candace Benefiel, eds. 2003. *The Image and Role of the Librarian*. Binghamton, NY: Haworth Information Press.

This monograph duplicates a 2002 issue of Haworth’s *The Reference Librarian* which considers the roles, cultural images, and popular perceptions of librarians in ten informed articles. Several of these articles are included in this annotated bibliography.

Berry, John. 2001. “Tell ’Em What Librarians Do Each Day.” *Library Journal* 126 (17):6.

In response to a 2001 New York Times article, John Berry claims that the new “hip” image for librarians, developed by the American Library Association’s ad campaign, damages the profession as much as the bun-wearing old maid does. Instead of wasting so much money on a misleading image that accomplishes very little, ALA and librarians should publicize their very real and very important day-to-day activities. Images and stereotypes are irrelevant as long as librarians accurately convey their value and service to their communities.

Boardman, Edna. 1991. “‘Are You Keeping the Books Straight?’ Our Enduring Image Problem and How We Can Reshape It.” *Book Report* 10 (1): 14-16.

Edna Boardman addresses the image problem from a school library media specialist’s perspective. By “watching, listening, and scanning,” (14) Boardman came to realize that school librarians do not adequately promote themselves using professionally respected terms or research that directly relate to the concerns of their constituencies. In order to change the outdated image of the marginalized school library, school librarians must discard the

“media specialist” and reclaim the “librarian” by convincing the public that they are more than custodians of straight bookshelves.

Bourkoff, Vivienne and Julia Wooldridge. 1986. “The Image of Libraries and Librarians: Is It Changing?” *Public Library Quarterly* 6 (4): 55-63.

Even by 1986 standards, librarians’ images seemed contradictory to what they could offer society in the Information Age. Authors Bourkoff and Wooldridge researched how libraries and librarians were being represented in three major newspapers: the *New York Times*, *Washington Post*, and the *Los Angeles Times*. The results could be interpreted as mildly depressing. Most references pertained to exhibits, performances, or other cultural events. None truly focused on library services’ positive influence, and certainly none attempted to change the public’s limited perception of the librarian. The authors still put a positive spin on the evidence by writing that the media saw “librarians as vital, active, and progressive.” (62) Librarians need to be more proactive and discover ways to improve their representation in the media.

Brewerton, Antony. 1999. “Wear Lipstick, Have a Tattoo, Belly-Dance, Then Get Naked: The Making of a Virtual Librarian.” *Impact: Journal of the Career Development Group* 2 (10): 158-164.

Antony Brewerton provides an annotated bibliography of sorts of Internet sources dealing with the librarian’s image. According to Brewerton, two types of image sites exist: studies of the image and “image-busting” sites. The studies range from scholarly analyses to coverage of librarians in comic strips, movies, and TV. The image-busting sites take a more aggressive stance on promoting various types of librarians. Some of these sites are simply for fun, but they can also lead to a more positive image and serve as a recruitment tool for the undecided.

Brown-Syed, Christopher and Charles Barnard Sands. 1997. “Some Portrayals of Librarians in Fiction-A Discussion.” *Education Libraries* 21 (1-2): 17-24.

Brown-Syed and Sands study the dramatic appeal and portrayals of librarians in 120 novels. For those interested in librarian fiction, numerous descriptions of selected individual works will prove entertaining and insightful. Positive images include cleverness and public recognition of a librarian's skills while the negative images tend to overemphasize stereotypical traits and menial practices.

Burns, Grant. 1998. *Librarians in Fiction: A Critical Bibliography*. Jefferson, NC: McFarland & Company.

This exhaustive endeavor compiles citations and annotations of 226 books, 103 short stories, and 12 plays. Although positive images abound, Burns concludes that the picture of librarians falls easily on the negative side by relying heavily on caricatures and stereotypes. These depictions may convey the authors' own attitudes or they may indicate acquiescence to what sells.

Church, Gary. 2002. "In the Eye of the Beholder: How Librarians Have Been Viewed Over Time." *Reference Librarian* 78: 5-24.

Church's research-heavy article attempts to encapsulate the multifaceted image issue in one small package. The author highlights public perceptions as well as librarians' self image before covering his main topic, librarians in the academic world. The paper could be much stronger had Church limited himself to studying only the academic image. Public thought and librarians' self-image are worthwhile topics unto themselves, but here they only detract from the main issue. The author does, however, bring some clarity to the confused, muddled situation that librarians' image has become. Misconceptions regarding "responsibilities, roles, traits," (6) all contribute to librarians' difficulty in solving or even addressing the problem.

Fagan, Jody. 2002. "Students' Perceptions of Academic Librarians." *Reference Librarian* 78: 131-148.

Before launching into the results of a study done at Southern Illinois University, Jody Fagan provides a brief review of previous literature that focused on the image of librarians. Although

image remains a popular topic among librarians, Fagan's research focuses on students' perceptions of academic librarians, a rarely studied topic. According to the results, students lacked full understanding of librarian's duties, educational background, or professionalism. They did, however, see librarians as helpful and important. Fagan ends by including a few suggestions that might improve students' attitudes and willingness to cooperate with librarians. An appendix includes the survey used in the study.

Flagg, Gordon. 1999. "Librarians Share Image Issues with the Popular Culture Association." *American Libraries* 30 (5): 28-29.

At the 1999 annual conference of the Popular Culture Association, several PCA members presented papers on the amusing images of librarians. On screen, or in print, librarians are usually detective types and/or borderline recluses. Librarians attending the conference found something in common with pop culture scholars: lack of respect in the academic world. To correct academia's misconceptions, librarians should publicize their work more often by making the campus community aware of the skill and research involved in librarianship. Also, Richard Lindemann, librarian at University of California/San Diego, suggests librarians should attend non-library conferences in order "to attract a broader audience" (29) and to gain respect in the wider academic community.

Fountain, John. 2001. "Librarians Adjust Image in an Effort to Fill Jobs." *New York Times*, August 23, A12.

As part of a 1999 campaign to attract new hires, ALA began to modernize the image of librarians by showing them as cool and "happening" folks. Unfortunately, this article reads like a bad personal ad. Instead of trying to rid the profession of the homely maternal figure, author John Fountain and ALA replace it with an equally disturbing and superficial image. Attracting intelligent and sophisticated college graduates to librarianship, while prudent, if not necessary, will take more than alluring descriptions of surfing, dreadlocks, or nights out on the town.

Freeman, Mike. 1996. "To See Ourselves as Others See Us." *International Information & Library Review* 28 (June): 177-180.

Mike Freeman reviews two International Federation of Library Associations and Institutions (IFLA) publications: 1) "The Image of the Library and Information Profession: How We See Ourselves -- An Investigation" by Hans Prints and Wilco de Gier; and 2) "The Status, Reputation and Image of the Library and Information Profession." Freeman indicates that these two volumes attempt to address the questions of status and image, age-old concepts that have seemingly always dominated the profession's conscious. These studies have the added benefit of covering librarianship on a global level.

Gordon, Rachel Singer. 2004. "Find Your Image Between the Extremes." *Library Journal* 129 (5):52.

Gordon stresses the presence of individuality and variety in the library profession. If librarians are true to their own identities and have found professional settings that suit them best, then stereotypes would be harder to develop, thus making the discussion of image moot.

Hutchins, Dan. 2000. "We Aren't a Stereotype." *Library Journal* 125 (2):57.

Dan Hutchins is looking for a few good men and women. Although the Army had success with a similar slogan, libraries have not been so lucky. Most ads for libraries perpetuate the old stereotype of librarians rather than highlight the new innovations and technology available at local public libraries. If anyone is to blame for those stereotypes, it is the librarians – not the public. The author provides a few tips on improving librarians' image. 1.) Change the job title to something that appropriately reflects the nature of the position, such as "public information consultant." 2.) Employ top media advisors to sharpen the profession's image. 3.) Graduate schools should start teaching courses on social skills in order to improve interactions and ensure patron satisfaction.

Kalan, Abby. 2002. "Are We Sabotaging Ourselves with Our 'Professional' Image?" *American Libraries* 33 (5):42

In response to a portrait of the traditional frumpy librarian in the March 18, 2002 issue of *Business Week*, Abby Kalan asks some tough questions about librarians' choice in clothing, workplace demeanor, and image. Kalan urges librarians to "think like a capitalist" and learn to sell themselves.

Liebold, Louise. 1997. "Changing the Librarian Stereotype." *Library Imagination Paper* 19 (2): 4.

Images are hard to shake once they are embedded in the popular culture. Librarians encounter this problem every day. Movies and commercials propagate these images and rarely shed any light on the daily activities of a real librarian. Author Louise Liebold offers some suggestions for changing the stereotype. Instead of showing off only during National Library Week, libraries should treat all 52 weeks of the year as National Library Week. Librarians should continually show the public who they are and what they do. The profession should not be afraid to show its human and social sides.

Liestman, Daniel. 2002. "Looking Back to the Future: Turn of the Last Century Librarians Look Ahead to the Twentieth Century." *Reference Librarian* 78: 25-46.

Studying the literature of the late nineteenth century, Daniel Liestman takes a unique look at the roles, perceptions, and expectations that the public had of librarians, and more importantly, what past librarians saw for the profession's future. While libraries would be places of learning and scholarship, librarians would hold a high and well respected place in society as teachers and missionaries. Quite obviously, librarians today are still striving for what their forefathers predicted over a hundred years ago.

Lofton, Lynn. 2004. "Librarians Changing Image from Shushers and Book Shelves." *Mississippi Business Journal* 26 (47):30.

In addition to being a well-intentioned plug for Mississippi's only ALA-accredited library science program at the University of Southern Mississippi, Lofton's article raises the important question of how library schools can combat the image problem and increase interest in the

profession. These schools must vigorously promote librarians' true worth and portray librarianship as the "hard working [and dynamic] profession" (30) that it is.

Mosley, Pixey Anne. 2002. "Shedding the Stereotypes: Librarians in the 21<sup>st</sup> Century." *Reference Librarian* 78: 167-176.

Responding to the changing nature of the workplace, Mosley takes a look at organizational changes for the next generation of librarians. Although traditional roles will remain the same, methods will change according to the new generation's values, expectations, and philosophies. The new generation will force the public and management (regardless of library type) to change their perceptions of librarian interests, appearance, work ethic, and even salary.

Nilsen, Kirsti, and Lynne McKechnie. 2002. "Behind Closed Doors: An Exploratory Study of the Perceptions of Librarians and the Hidden Intellectual Work of Collection Development in Canadian Public Libraries." *Library Quarterly* 72 (July): 294-325.

Using the results of a study done on the public's perception of librarians' collection development responsibilities as a backdrop, authors Nilsen and McKechnie revisit librarians' image problems and highlight the necessity of an improved image. A literature review shines a bright light on the public's misconceptions of librarians' prestige, power, professionalism, and knowledge base. Low visibility and lack of promotion remain two factors influencing the public's attitude. The authors feel that librarians must make themselves and their combination of knowledge and expertise more visible in order to protect proper staffing and funding.

Noble, Jon. 2001. "From Tom Pinch to Highliber Zavora: The Librarian in Fiction." *Orana* 37 (November): 23-28.

Noble first concentrates on the origins of librarians in fiction and then continues by evaluating librarians' image by genre: detective fiction, romance novels, children's literature, horror, and science fiction/fantasy. Interestingly enough, Noble finds that science fiction writers most accurately assess a librarian's worth. One

such author refers to librarians as the "hidden masters of the world." (27)

Radford, Marie and Gary Radford. 2003. "Librarians and Party Girls: Cultural Studies and the Meaning of the Librarian." *Library Quarterly* 73 (January): 54-69.

In an attempt to expand the scope of library and information science research, Radford and Radford explore how the profession can learn much about itself through cultural studies, and more specifically, through the use and effects of stereotyping. To do this, the authors study the dichotomy of librarians and party girls in the movie, *Party Girl*. According to the work of Stuart Hall, the authors' primary inspiration, stereotyping "reduces people to a few, simple, essential characteristics" (58) which tend to remain fixed. Through some cinematically necessary transformation, Mary, the central character, eventually exhibits all of the negative librarian stereotypes, which ultimately limit the "power and economic status of a gendered profession." (59) No wonder librarians are upset over their portrayal. There are three ways to challenge stereotypes: 1) Reverse the stereotype. This would involve showing librarians as young and modern professionals. 2) Replace the negative images with positive ones. Evidence of this can be seen in photos used in Arant and Benefiel's *The Image and Role of the Librarian* with happy, thoughtful people using computers. 3) Use the stereotype to "contest it from within." (68) This would include librarians making light of their own image (Library Action Figure made famous by librarian Nancy Pearl) or by doing something outrageously contradictory to the stereotype.

Scherdin, Mary and Anne Beaubien. 1995. "Shattering Our Stereotype: Librarians' New Image." *Library Journal* 120 (12): 35-38.

In 1992, Mary Jane Scherdin conducted a personality study that included 1,600 librarians. After compiling results from both the Myers Briggs Type Indicator and Strong Interest Inventory, Scherdin found the results to be quite different from earlier studies that reinforced the negative images of librarians. With these new results, Scherdin linked introversion to librarians' difficulty in expressing their and the library's value to the public. That said, the

results also found a positive outlook. Librarians, with a full arsenal of varied qualities and characteristics, will be able to “meet the challenges of the Information Age” (38) and gain respect through their accomplishments.

Schuman, Patricia. 1990. “The Image of Librarians: Substance or Shadow?” *Journal of Academic Librarianship* 16 (May): 86-89.

Why are librarians so concerned with their image? A poor image can hinder the profession’s growth and status and prevent awareness necessary for attracting recruits. The general public usually has no idea what skills librarians use to complete their work successfully. However, all too often, librarians focus on correcting the physical image of the old shushing spinster instead of getting people to see the relevance and value of the library in everyday life. Rather than being seen as gatekeepers, librarians should promote themselves as gateways. Through “public service and community relations programs” (88) librarians can increase “awareness of librarianship as a dynamic and important information profession.” (88)

\_\_\_\_\_. 1990. “Librarians: Images and Realities” In *Library Education and Leadership: Essays in Honor of Jane Anne Hannigan*, ed. Sheila S. Intner and Kay E. Vandergrift, 27-34. Metuchen, NJ: Scarecrow Press.

Patricia Glass Schuman confronts the enduring image problem of librarians and offers personal vignettes to elaborate her points. In broad strokes, Schuman outlines the general problems facing librarianship in the late 1980s and purports that the “image we worry about most – that of the spinster librarian – is irrelevant and unimportant.” (30) Instead, it is the image that librarianship is boring that is most damaging. Librarians should not concentrate on changing the public’s opinion of physical appearance but rather on changing the perception of how useful and necessary librarians are to everyday life.

Stout, Nancy. 2004. “Profession on the Verge of a Nervous Breakdown.” *Serials Librarian* 47 (1-2): 45-55.

“Be smart, not pretty” (50) is Stout’s answer to the professional crisis over image. In an

increasingly outsourced environment, librarians are struggling to redefine their positions and status while also fighting derogatory and disrespectful stereotypes. In Stout’s words, librarians are humiliated and angry. This profession needs to stake its territory and prove that its worth transcends “decorative purposes.” (49)

Wallace, Linda. 1989. “The Image: And What You Can Do About It in the Year of the Librarian.” *American Libraries* 20 (1):22-25.

Linda Wallace, a public relations professional, writes that librarians need to put things in perspective and grow thicker skin when it comes to images and stereotypes. All professions have negative images. Wallace suggests that librarians’ negative stereotype comes from the public’s bad childhood experiences. Since (according to a recent Gallup Poll) most adults do not use the library, it should not surprise anyone that the profession’s portrayal is quite possibly a direct result of those lasting negative childhood experiences. As a relief from focusing too much on image in the future, librarians should instead focus on the valuable services which they can provide and the “image thing” will take care of itself. Wallace provides two insets: “Tips From a Pro on Promoting the Pro” and “What You Can Do.”

Williams, Wilda. 1991. “Too Old? Too White? Too Female?” *Library Journal* 116 (14):150-151.

Williams addresses the profession’s aging demographic and its “poor job of multicultural recruiting.” (150) The decline in numbers can be linked to low salaries, but also to the image problem and the failure of library schools to recruit a younger, vibrant body to the profession. The bun-wearing old lady rears her shushing finger once again.

## **World Wide Web**

The World Wide Web introduces yet another medium for both serious consideration and playful satire of the librarian’s image. Since its inception, librarians have been using the World Wide Web to discuss and change their stereotype. Personal Web sites and weblogs, publications and news digests: these venues

allow a degree of immediate and bi-directional communication which is unprecedented. A plethora of images of librarians exists on the Web:

- Personal sites and weblogs such as the Bellydancing Librarian (<http://www.sonic.net/~erisw/bdlib.html>), Free Range Librarian (<http://freerangelibrarian.com/>), Laughing Librarian (<http://www.laughinglibrarian.com/>), Librarian Avengers (<http://www.librarianavengers.org/>), librarian.net (<http://www.librarian.net/>), Lipstick Librarian (<http://www.lipsticklibrarian.com/>), Modified Librarian (<http://www.bmeworld.com/gailcat/index.html>), Street Librarian (<http://www.geocities.com/SoHo/Cafe/7423/>), or You Don't Look Like a Librarian! (<http://www.librarian-image.net/>).
- Publications and news digests such as Bookslut (<http://www.bookslut.com/>), Library Juice (<http://www.libr.org/Juice/>), The Progressive Librarian (<http://www.libr.org/PL/>), or Warrior Librarian (<http://www.warriorlibrarian.com/>).

As one would expect from the ephemeral Internet, some of the off-the-wall sites appear and fade quickly. Other sites, especially publications and some weblogs, are updated quite frequently. All sites listed above were current as of August 16, 2005.

## Conclusion

## References

- Adams, Katherine. 2000. "Loveless Frump as Hip and Sexy Party Girl: A Reevaluation of the Old-Maid Stereotype." *Library Quarterly* 70 (July): 287-301.
- Gillespie, Kerry. 2003. "Forget the Sensible Shoes: Librarians Turn a New Leaf." *Toronto Star*, June 14, A01.

As Adams' and Radford and Radford's research indicates, stereotypes are persistent and tend to remain inflexible throughout time. This alarming fact comes as little surprise to librarians who have fought for ages to bolster their image. *American Libraries* even ran "Image: How They're Seeing Us," a recurring column in the 80s and 90s that focused on librarians' images in society. Unfortunately, since the bun-wearing, colorless image still remains today, it is doubtful that the column succeeded in chipping away at the stereotype. Along with the previous 30 annotations, the *AL* column does, however, prove that librarians like to "preach to the choir" when addressing their image. So while librarians stay well informed on the subject, the public, the target audience whose opinions librarians want to change, remains in the dark.

What will it take to change or eradicate the image? Some suggest mounting an aggressive PR campaign to send out an anti-bun image such as the Hot Picks @ Your Library calendar or the ALA campaign depicting a happy, diverse, and "with-it" group. Others, such as Katherine Adams, want to "embrace it [the image] and make it our own" (2000, 291). Embracing the image, while possibly a clever inside joke, would hardly register with patrons who already buy into the negative stereotype. Finally, there are others like John Berry and Patricia Schuman, who think that librarians should forget about the physical image and promote the skills, dynamism, and modernism of the profession. If librarians can properly and publicly champion the profession, then it will cease to appear boring or menial, recruitment will be much easier, and the physical image will then become inconsequential.



## **Conference Report - 2004 National Diversity in Libraries Conference: “Diversity in Libraries: Making It Real”**

Barbara I. Dewey, Loretta O’Brien Parham, John Burger

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“Diversity in Libraries: Making It Real” was the topic and the objective of the 2004 National Diversity in Libraries Conference. Intentionally designed to focus on pragmatic, real-world approaches to fostering diversity, the gathering took place May 4-5 at the brand new Georgia Tech Hotel and Conference Center in Atlanta, Georgia. A record 300 librarians from across the country – and a few from other nations – responded to the call and came together for two days of learning and sharing experiences about this important issue. Sponsors for the fourth national diversity conference included the Association of Southeastern Research Libraries (ASERL), the Southeastern Library Network (SOLINET), the HBCU (Historically Black Colleges and Universities) Library Alliance, and the Association of Research Libraries (ARL).

### **Planning, Planning, Planning**

Hosting a national diversity in libraries conference in the southeastern United States seemed to be an obvious choice given the rich cultural diversity of our region and our civil rights legacy. The site selection process began in 2002. Stella Bentley (then at Auburn University, now at the University of Kansas) and Barbara Dewey (University of Tennessee) served together on ARL’s Diversity Committee; they proposed that the 2004 conference take place in the Southeast. Bentley and Dewey also served on ASERL’s Board of Directors and secured ASERL’s support. Kate Nevins, Executive Director of SOLINET, agreed to lend SOLINET’s support. The HBCU Library Alliance realized it could further diversify the conference attendance and thereby contribute to, enrich, and benefit from this essential discussion. The match was a “natural” for the

new group, and the membership eagerly agreed to serve as a co-host.

In order to ensure the conference could be self-supporting as well as affordable for potential participants, the organizers needed significant financial support. The host organizations invited their members to consider sponsorships ranging from \$250 to \$1000. Each option included at least one complimentary registration to the conference and publicity opportunities for the sponsoring libraries. Nearly four dozen libraries rallied to the offer, ensuring the conference could take place. Corporate sponsors such as OCLC, Lexis-Nexis, McGraw Hill Publishing, and ProQuest Information & Learning contributed as well.

With sponsorships in place and the Conference Center booked, planning moved forward with Conference Steering Committee members Kate Nevins, SOLINET Executive Director; Sylverna Ford, ASERL Secretary-Treasurer; Loretta Parham, Steering Committee Chair, HBCU Library Alliance; and Jerome Offord, Jr., ARL’s Program Officer for Diversity. To reinforce the theme “Diversity in Libraries: Making It Real,” the Steering Committee agreed on three discussion tracks: diversity in library staffing, diversity in collections, and service to diverse user populations. While previous diversity conferences involved primarily ARL-level university libraries, the 2004 event encouraged the participation of libraries of all sizes and types. Additionally, the organizers scheduled the conference immediately before SOLINET’s Annual Membership Meeting – a big draw in the region. This proved to be a great strategy, providing a natural bridge for integrating diversity issues into operational issues of access,

resources, and library services discussed at the SOLINET meeting.

With the goals and theme in place, ASERL and SOLINET staff worked via contacts regionally and nationally to recruit speakers. After receiving more than 100 proposals, a team of reviewers winnowed the proposals to 24 – some as informal, relatively brief roundtable settings and others as longer, more formal breakout sessions. The selected presenters represented a wide array of libraries – large and small, academic and public – from across the country.

### **Record Numbers, Rave Reviews**

In her opening remarks, Kate Nevins declared that “this attendance – more than double that of previous diversity conferences – demonstrates the importance of what is happening here”. Librarians, library staff, and LIS students from across the country participated in the conference, representing 85 universities and colleges, 3 community colleges or technical schools, 36 public libraries and agencies, and individuals from 12 associations or other institutions. Altogether, they packed the general sessions as well as the two dozen breakout groups and roundtable discussions. They also lingered in lively between-session discussions.

Keynote speaker Raymond Santiago, Director of the Miami-Dade County (FL) Library System, noted that libraries have not fully adapted to the cultural diversity that emerged in the 1970s in the United States. He advocated a holistic approach that acknowledges and addresses all aspects of a community, from demonstrating and reinforcing the very concept of the freedom to read to finding the means to serve those whose schedules or circumstances prevent them from visiting the facility. He challenged the audience with the notion that there should no longer be the need for a diversity conference. In his view, libraries should by now interweave diversity into all that they do.

The conference’s other general session speaker, Francine Henderson, Administrator of the Auburn Avenue Research Library on African-American Culture and History in Atlanta, hailed the cultural connections librarians have today that were lacking in the 1970s. “What brings a person to uphold and promote diversity,” she

said, “is not statistics; it is our discovery of other cultures, that there are other people out there, with all their vitality and dynamism. And how do we learn about these other cultures?” she asked. “By hanging out, by being in their midst.”

In between the two general sessions, participants certainly did “hang out,” participating in the many sessions on an enormous array of diversity-related issues and initiatives. Discussions ranged from fellowships and recruiting techniques to the creation of the first library archive of African-American lesbian and gay cultural materials.

### **Making It Real**

Effective recruitment of minorities was a major conference theme. Denice Adkins and Lisa Hussey, University of Missouri, talked about “unintentional” recruitment – defined as those unconscious actions performed by librarians and LIS faculty that can influence individuals to choose librarianship as a career. A roundtable about funding for recruitment and training featured Elaina Norlin, program officer for the IMLS – Recruiting and Training Librarians for the 21<sup>st</sup> Century federal grant program. Irene Hoffman provided an example of an IMLS-funded grant through the CIRLA Fellows, a model recruitment and education program developed by the Chesapeake Information and Research Libraries Alliance. Michael Havener, University of Rhode Island, and Jametoria Burton, University of Iowa, discussed linkages between minority recruitment efforts at libraries and LIS programs. Hannelore Rader, University of Louisville’s presenter, described recruitment efforts at the national level through the efforts of the ACRL/ARL Task Force on Recruitment. LeRoy LaFleur and Ira Revels, Cornell University, and Jessica Kayongo, University of Notre Dame, explored recruitment at the high school level.

Reflection of diversity in collections was another major theme. Jennifer Ford and Jennifer Aronson, University of Mississippi, described the library-led exhibition commemorating the 40<sup>th</sup> anniversary of integration at Ole Miss. “Open Doors,” a year-long exhibit, featured photos and text of the African American educational system before integration as well as

oral and visual accounts of the family histories of the African American community surrounding Ole Miss. Dorothy Bell and Betty Jo Gaston, St. Petersburg College, and Julie Arnott, SOLINET, discussed the development of an archival collection reflecting the cultural and educational experiences of two separate-but-unequal colleges in Florida. Another Florida presentation, presented by Lorel Reinstrom and Tomaro Taylor, explored the potential roles of special collections in support of diversity activities within libraries and campuses. Ganga Dakshinamurti, University of Manitoba, noted the virtual component to diversity efforts, citing the Multicultural Resources and Services web portal of Library and Archives in Canada. The portal ([www.collectionscanada.ca/multicultural/index-e.html](http://www.collectionscanada.ca/multicultural/index-e.html)) supports, coordinates, and delivers multicultural/multilingual collections and services. Steven G. Fullwood added to the discussion about diversity in collections by highlighting the development of the Black Gay and Lesbian Archive Project. Playing a leadership role in fostering academic collections in ethnic studies was the subject of University of San Diego's Amy Besnoy and Alma Ortega's presentation.

Another major theme centered on diversity and working with users, including a presentation about tips and practices to ensure library patrons receive equitable access and services by Justina Osa, Pennsylvania State University. Laura Blessing, Karen LeTarte, and Amy Vanscoy, North Carolina State University, presented information about NCSU Libraries Peer Research Advisors program, a new diversity outreach initiative aimed at users. Indiana University's Deloice Holliday described techniques to create or adapt library programs, services, and collections to make the library more useful and welcoming to patrons of all backgrounds. Serving rapidly expanding Latino populations was the topic of Susan Stewart, Hall County Library System, Georgia; Sister Margarita Martin, Oasis Project; and Kathryn Ames and Gail Firestone, Athens Regional Library System, Georgia. Sandra Phoenix, SOLINET, and Loretta Parham led a session on the role of the HBCU Library Alliance and the potential for HBCU students to enrich the diversity of the library profession.

The centrality of diversity in libraries was, perhaps, the capstone theme of the conference. Rhea Ballard-Thrower, Howard University, and Grace Mills, Florida A & M University, explored integrating diversity into strategic planning. Tracie Hall, American Library Association, presented best practices for placing diversity at the center of libraries. Kansas State University's Regina Beard, Rhondalyn Peairs, and Barbara Steward focused on assessing the totality of efforts related to a comprehensive and multifaceted diversity initiative. Jane Williams, University of Maryland, promoted assessing diversity and organizational climate to determine effectiveness of diversity efforts. Emma Perry of Southern University in Louisiana offered her insights on making "diversity a state of mind and a culture in its own right, which must be grounded in organizational values." She challenged the overflow crowd to examine their own workplaces to assure that diversity makes up an integral part of the strategic plan and that senior management sustains diversity efforts. "Change," she asserted, "must start at the top, but it must be embraced and experienced at all levels."

Derrie Perez, of the University of South Florida and ASERL's Board President at the time, issued a final challenge to the audience as they departed the final session: "Go back to your home library and do one thing to advance diversity in your workplace." Participants agreed that if each librarian did one thing, then collectively truly great things would be accomplished.

### **Next Steps**

In summing up the conference, one librarian said, "The opportunities for networking were incredible; that, coupled with the overall focus on action, made the conference relevant. This was a conference that demanded participation and engagement, either directly in session, between sessions, or at the least with the (sad to say) still timely and still compelling issues at hand."

There was widespread sentiment that the conference had met the goal established by its organizers – that of presenting, debating, and fleshing out concrete, doable programs and projects, the real stuff of making diversity real.

As Raymond Santiago suggested, we all look forward to the day when we will not have to meet to discuss and strategize about diversity in the workplace. Until that time, we must not only keep this topic on the table, but keep it at the center of the table. Until that time, we hope that

you'll save the date for the 5<sup>th</sup> National Diversity Conference, to take place in 2006 in Washington. The conference website, [www.librarydiversity.org](http://www.librarydiversity.org), will be updated in early 2006 with information about the next National Diversity in Libraries Conference.

## **Call for Papers New Reference Research: 12<sup>th</sup> Reference Research Forum, 2006**

*The Research and Statistics Committee of the Reference Services Section of RUSA is sponsoring its Twelfth Reference Research Forum, "New Reference Research," at the 2006 American Library Association Annual Conference, location TBA.*

This is an opportunity to present and discuss your research project conducted in the broad area of reference services such as user behavior, electronic services, reference effectiveness, and organizational structure and personnel. Both completed research and research in progress will be considered. All researchers, including reference practitioners from all types of libraries, library school faculty and students, and other interested individuals, are encouraged to submit a proposal.

The Committee uses a "blind" review process to select a maximum of three (3) projects for 25 minute presentations, followed by open discussion. The selected researchers are required to present their papers in person at the forum. Criteria for selection are:

- Significance of the study for improving the quality of reference service
- Quality and creativity of the methodology
- Potential for research to fill a gap in reference knowledge or to build on previous studies
- Previously published research or research accepted for publication by December 1, 2005 will not be accepted.

Please submit a one-page proposal by **Friday, December 9, 2005**. Notification of acceptance will be made by Monday, March 13, 2006. The submission must consist of no more than two pages. On the first page, please list your name(s), title(s), institutional affiliation, and address (including your mail address, fax number and email address).

The second page should NOT show your name or any personal information. Instead, it must include:

- The title of your project
- An explicit statement of the research problem
- A description of the research methodology used

### **Please send submissions to:**

Sarah J. Hammill, Distance Learning Librarian  
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North Miami, FL 33181  
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## *Academic Librarians and Outreach Beyond The College Campus*

Iona R. Malanchuk, Marilyn N. Ochoa

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Although numerous efforts have been made to enhance the literacy skills of children and youth, recent research clearly demonstrates the continuing need to develop and implement additional imaginative programs which lead to an increase in reading and reading comprehension skills. Whereas public and school media librarians have paved the way towards building successful literacy programs, academic librarians should also participate in literacy outreach programs for children and youth in order to help build these skills and encourage lifelong learning. This article addresses why and how academic librarians can help with the nation's efforts to combat illiteracy.

### **Literacy Research**

Literacy refers basically to all activity that is linked to reading and the handling of books and information (Genisio 1998-1999, 346). Although libraries historically "reflect this value" of enhancing literacy skills (Rubin 2000, 246) with the information environment that currently exists today, reading literacy is even more critical for survival (Eyre 2003, 220). "[It] all comes back to reading and the twin thrusts of getting readers hooked early in life and providing plenty of practice...you can survive in today's world if you can type with only one or two fingers. You can survive without ever using keyboard shortcuts or realizing the full potential of your software. But, ...you are going to find survival both difficult and expensive if your reading skills are poorly developed. In this Information Age, reading and reading skills ...will enable users not just to survive, but to thrive" (Eyre 2003, 220). With regard to children and youth, research repeatedly confirms that intervention through reading programs provides positive outcomes for the development

of their literacy skills. According to Virginia Mathews, there is now clear scientific evidence that being talked to, read to, and exposed to books and to adults who read are essential to achieving full brain development, which has long been understood by librarians (1997b, 81). During early developmental years, "the effects of a poor start increase as the child grows older and the chances of success diminishes" (Mathews 1997a, 98-99). The critical years are from birth to five and 10 to 14 in terms of larger social consequences. Mathews interprets findings from a longitudinal research project on the "resilient child" by Dr. Emma Werner that suggests children at risk for developing social problems could be helped through intervention at an early age. The intervention of librarians, therefore, can help to engender or enhance flexibility, problem solving skills and a sense of identity. For example, when librarians share a story or game with a small child, they inspire and motivate that young person.

These ideas are supported by *The Indicator of the Month: Early Literacy Experiences in the Home*, A Report released on December 1, 1998 by the National Center for Education Statistics (NCES), Institute of Education Sciences, United States Department of Education. The report indicates that "participation in literacy activities provides valuable developmental experiences for young children. In addition to developing an interest in reading, children who are read to, told stories, and visit the library may start school better prepared to learn" (Wirt 1998). Another report by NCES, the *Indicator of the Month: Reading and Writing Habits of Students, Achievement, Attainment, and Curriculum*, December 1997, reveals that recreational reading boosts overall reading ability and literacy. The report found that "9, 13, and 17 year-old students who reported reading for fun at

least once a week had higher average reading proficiency scores than students who reported never or hardly ever reading for fun.” Recognizing that recreational reading contributes to reading competency, librarians are encouraged to share their own love of reading and discovery with these groups of children (Smith 1997, 84).

### **Involvement of the Academic Librarian in University Outreach Efforts**

Librarians have always emphasized helping and serving people as well as organizing and disseminating knowledge to the community for its advancement. All types of libraries—from school media to academic—maintain these common services and continue to educate patrons in a safe and caring environment. Academic librarians, as a group, should maintain their primary mission of supporting the research and technological goals of their university. However, they can do more to contribute to other university goals, especially to those involving outreach to young people beyond their campus.

According to Richard Dougherty, former Director of the University of Michigan Libraries, “college and university librarians have for too long sat on the sidelines. They have resisted the opportunity or responsibility to reach out and become more involved with young people in their community” (Dougherty 1991, 155). Dougherty admonishes academic librarians for not doing something about the “marginal reading and comprehension skills” of youth. He states that it is “...imperative that academic librarians be associated with their colleagues’ [i.e. media specialists and public librarians] efforts to help kids become successful readers and successful students” (Dougherty 1991, 155).

Academic librarians already have a keen awareness of the cultural and educational needs of the academic community due to close working relationships with other faculty and departments on campus. They have long supported the academic community through formal instruction and the development of user-friendly access to relevant resources. Because of their obvious public service orientation, academic librarians are especially well qualified to participate in community outreach programs

such as literacy programs for children and youth. They can help promote reading for enjoyment, the use of library collections and consequently, lifelong learning.

### **A Commitment to Children**

Academic librarians are committed to multiple efforts involving literacy programs that reach beyond their immediate academic community. For example, ALOUD, the Academic Library Outreach Discussion Group (<http://www.iwu.edu/~sdaviska/aloud/>) met at the American Library Association’s 2004 Annual Conference in Orlando, Florida. The group’s focus is “...the creation, planning, implementation and assessment of outreach services and initiatives in academic libraries” and the sharing of “strategies for outreach, foster K-16 librarian connections and create partnership opportunities”. The group of academic librarians who met in Orlando discussed, among other things, “...how to build an outreach program, the development of an outreach culture, and outreach activities already tried by academic librarians, including those involving children”. In developing the programs on literacy, librarians strive to promote reading for enjoyment, reading for relaxation, and reading to escape. In addition, involvement over an extended period of time, rather than a single session, will help foster feelings of trust between the librarian and the young people. The bond between the librarian and young person developed through this early intervention might help to discourage future social problems. It is a rewarding experience for the academic librarian as well as the child (Mathews 1997a, 99). Although outreach programs at the university level represent a range of library departments, including reference and instruction, collection development, preservation, information technology and cataloging, there is widespread agreement that outreach reaps many personal and professional rewards. This is especially true since service activities help meet academic tenure and promotion requirements at many colleges and universities.

### **Academia’s Emphasis on Children and Family**

Between 1996 and 2000 the Kellogg Commission on the Future of State and Land-



Grant Universities conducted surveys and issued a report to help define the direction of public universities. Among the major findings in the Kellogg Commission report was the need for universities to become “engaged institutions” whereby the university would redesign its teaching, research, extension and service functions to become increasingly involved in their local communities. The engaged institution discovers new ways to move beyond outreach and public service and takes the university’s expertise and resources off campus. The recommendation to become an engaged institution was supported by the thirty-six universities that responded to the *Kellogg Public Higher Education Reform: 2000* survey. The Commission then made the following recommendations that universities:

- Increase efforts to conduct multi-disciplinary research on societal problems
- Find incentives for faculty to be engaged with society (Byrne 2000, 6)

As a member of the Commission, the former University of Florida (UF) President Charles E. Young initiated an action agenda in the UF 2002 Strategic Plan which was based on the Commission’s reports. The Plan considered current academic strengths; the needs of the state based on demographic, economic and environmental changes affecting it; and the need for the university community to “assist the state in developing economically [and] addressing social and environmental problems” (Young 2002, 20). Dr. Young recommended a greater emphasis on the involvement with families, children and youth in order to ensure success for all people in the state of Florida. This engagement and outreach to children and families would become a major component within interdisciplinary programs. One significant aspect of this research involves community service and public outreach programs administered by faculty. In particular, UF’s Office of Community Service enables “active community participation and social responsibility central to the educational environment at the university. The Office supports students, staff, and faculty interested in promoting service, activism, and community-based research to address needs identified by the community” (Office of Community Service, UF 2004).

The University of Florida, ranked among the top 16 national public universities according to the 2005 issue of *U.S. News and World Report*, has embraced greater engagement on a community-wide basis. A number of top universities have also affirmed the need for an increased emphasis on improving the well being and education of children within their local communities. Some universities meet the challenge by prioritizing families and children through health-related education for youth; through service to children and families in terms of environmental and literacy programs; and through the creation of partnerships with government and other agencies. The following examples reveal outreach efforts by other large, public institutions:

- University of California offers research and other types of public service through the Community Outreach Partnership Center with children, youth, and families among the Center’s highest priorities (<http://la.ucla.edu/>).
- University of Michigan Ginsberg Center for Community Service and Learning promotes community learning programs, and engages “students, faculty members, university staff, and community partners in a process which combines community service and academic learning in order to promote civic participation, build community capacity, and enhance the educational process” (<http://www.umich.edu/~mserve/>).
- University of North Carolina Community Outreach and Education Program, Center for Environmental Health and Susceptibility improves public health programs and policy by facilitating communication among Center researchers and North Carolina community organizations, teachers, students, public health officials and businesses (<http://www.sph.unc.edu/cehs/index.htm>).
- University of Wisconsin Morgridge Center for Public Service promotes citizenship and learning through service within local, national and global communities by students, faculty and

alumni  
(<http://www.morgridge.wisc.edu/about.html>).

- Pennsylvania State University provides numerous Penn State summer youth programs, continuing education and other programs (<http://www.outreach.psu.edu/>).

### **Incentives for the Involvement of Academic Librarians**

Dr. Young outlines the library's basic role in the Strategic Plan: to provide the academic community the resources necessary to achieve its research mission; to help students gain information and computer literacy skills including an emphasis on a collaborative, active learning environment; and to promote and advance the University in the area of technology. When Dr. Young incorporated elements of proactive engagement and service into the Strategic Plan, he indicated further ways for the University to maintain its reputation and address state needs. He encouraged his faculty to meet university goals such as service to community and families through university-wide collaboration and the participation of thoughtful, intelligent and experienced faculty, including library faculty who also hold academic rank and faculty status.

Participation in engagement and outreach programs helps address community needs but also provides career development incentives. The Strategic Plan includes one of the faculty initiatives recommended in the Post-Kellogg Commission survey: "institute a career instructional track for faculty whose primary assignment is in the areas of instruction, pedagogical development and service" (Byrne 2000, 26). Thus, one incentive for participation in outreach activities is to satisfy the service component of the tenure and promotion criteria for academic faculty, including librarians. Tenure is that condition attained by the faculty member in an academic department through distinction in teaching, research, extension, or other scholarly or creative activities, service and contributions to the University and the profession {F.A.C. 6C1-7/019(a)}

(<http://www.uflib.ufl.edu/pers/facultyeval/tenure.html>).

The UF Libraries' *Career Development Handbook* articulates qualifications for tenure and promotion. They are specifically based on the performance of professional responsibility, professional development and scholarship, and professional service activities. The criterion of Service to the library, the university, the state and the profession includes participation in engagement activities beyond campus. A nominee must have a strong service orientation and meet a high standard of involvement. Participation in literacy initiatives beyond campus is a positive means by which faculty can meet the service criterion and also reflect the university's commitment to support children and families in Florida.

### **Examples of Partnership Programs**

The entire community has a stake in helping raise the literacy levels of American youth. The programs developed by librarians and others in the community can help reinforce the importance of reading imaginative literature to develop the heart and mind of young people. Human beings learn and develop through story. Knowing that successful reading is also essential to the achievement of information literacy, how then have academic librarians become directly involved in helping young people prepare for the rigors of postsecondary education or to achieve success in a job?

An examination of the relevant literature published between 1980 and 2005 revealed numerous efforts by librarians to design, implement and assess quality outreach library programs which brought children and librarians together, not only for the express purpose of increasing literacy skills but also for the development of a passion for reading for pleasure. Such programs have been implemented all over the United States. Numerous successful programs continue to be initiated by public librarians and school media specialists. However, given the state of literacy today, there are not nearly enough programs in operation to help young people. Our professional colleagues in the schools and public libraries have indeed embraced the outreach efforts of academic librarians when it has been offered. Parents have also responded

enthusiastically to efforts by academic librarians to become involved in the literacy development of children and youth in their surrounding communities. We wish to highlight a range of possibilities for adaptation by academic librarians and also call attention to cooperative ventures reported by numerous librarians in the professional literature.

A Parent-Child 6<sup>th</sup> Grade Reading Club, organized by a group of tenured and untenured academic librarians at the University of Florida in Gainesville, Florida began with one librarian's desire to introduce kids to the great escape that a good book provides. Tenured and untenured librarians volunteered to read the assigned award-winning young adult novel each month, to attend a monthly planning meeting the weekend before the club meeting, and to participate during the monthly two-hour club meeting as enthusiastic facilitators of book discussions. Another possibility would be to involve the school media specialist or the public librarian, and perhaps hold the monthly, evening meetings at the local public library or in the school library. A program like this might result in greater use of their collections, and hopefully, their own unique programs. Such cooperation might also lead to greater collaboration and support in the future. It would be mutually beneficial in terms of visibility and advocacy for libraries.

Project Booktalk is a cooperative venture between the Alachua County Library in Gainesville, Florida and the University of Florida's College of Education. The purpose of this program is to reach those preschool children from low-income families who are placed in Family Daycare homes until they are old enough for Head Start. Disadvantaged kids have no access to expensive books, or to someone who will read to them. With this program, volunteer university students enrolled in children's literature classes take a bag of ten children's books, conduct a story hour, leave the books for the center staff to use with the children during the week and then return the following week with new books, returning the previous week's books to the library. Children benefit from exposure to quality books and for many of them this is their only pre-school experience with books. We know that "...children from families that read to them on a daily basis may receive

more than nine hundred hours of reading instruction before they enter kindergarten at age five..." (Lamme 2002). Project Booktalk helps these at-risk children develop language skills and book awareness, necessary components for success in reading.

SaddleUp for Reading was developed as a reading and activity program for kids by a reference librarian at the University of North Texas in conjunction with a Youth Services Librarian at the Emily Fowler Public Library in Denton, Texas. This unique program emphasized the subject of horses. More than 50 children between 8 to 12 years of age participated in the monthly book discussion meetings. The 90 minute program held in the public library the last Saturday of the month was organized into three sections: a book talk, followed by a program activity and a guest speaker. Although the principal goal was to encourage reading, other activities included book talks, a live telephone interview with an author whose works were read by the participants, and volunteer guest speakers from the community. A Reading Derby, a log of all materials read by individual students, was among the successful features of this reading program for upper elementary students. It was organized so that each child would record the length of time spent reading, and would therefore be inspired to read even longer. Advertising the reading program in the local newspaper resulted in generating interest among adults. Several community members contacted the library to offer their time as volunteers to help or to act as speakers for the kids (Antonelli 1997, 4). One of the popular guest speaker segments consisted of a live phone interview with a children's author.

Teens in Academe: Donald J. Kenney, as the Head Reference Librarian in the University Library at the Virginia Polytechnic Institute, singled out academic librarians for unfairly viewing high school students as "...unruly and troublesome..." and for engaging in "...a disturbingly subtle discrimination against YA users of academic libraries..." The increasingly heavy and legitimate use of academic libraries by these secondary students is the result of the national pressure for students to excel and to take International Baccalaureate and Advanced Placement courses. Such courses require the use

of a greater variety of research materials than are usually found in the local public or school library (Kenney 1989, 181). "One key to establishing a positive relationship between young adult users of an academic library and its staff is through outreach programs to local school systems and public libraries." Successful programs initiated by academic reference librarians for high school students could include: regularly scheduled student orientations, written guides and handouts pertinent to their needs and made available to the schools, scheduled thorough reference interviews and appointments with library subject specialists, etc. Academic librarians need to remember their responsibility toward this group. These same high school students may very well be their future college and university students.

Reaching the Unserved, Libraries Can Attack Illiteracy says Sue McCleaf Nespeca who served as Youth Services Coordinator in Youngstown, Ohio. Ms. Nespeca is primarily interested in the children who do not/can not walk through a library door. She is keenly interested in the barriers children face: parents who are stressed to their limit, so pressed for time that many do not read to their children or bring them to the library to borrow books. Many lack transportation; others are simply not motivated to go to a library. She maintains that librarians must go to the unserved children who are found in day care centers, community centers, homeless shelters, home schools, hospitals, etc. Academic librarians can help by volunteering to assist with the development of "... after school literacy and reading/skills programs for unsupervised school children during after school hours...Only by joining efforts will we begin to reach the unserved child" (Nespeca 1990, 22). University and college librarians may not have the freedom to work with kids during the typical

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workweek but they certainly can organize programs in the evening or on a weekend. Consider holding a program in one of the many shelters, centers, or local hospitals where children often find themselves for lengthy periods of time. Local service organizations can help provide financial support for multiple copies of a variety of children's books and young adult novels, and would be more than happy to do so. The same goes for local businesses that already have a history of supporting local youth soccer and baseball or basketball teams. Finding financial support to cover the cost of paperbacks and food should not be a problem because most businesses are indeed quite generous when it comes to supporting youth activities.

## Conclusion

An engaged university understands the need to take its expertise and resources beyond the walls of academe and into the community. As a result, strategic plans often reflect this goal to encourage university faculty, including academic librarians, to develop and participate in community outreach programs and partnerships. In the programs that have been discussed in this paper, outreach focuses on the reading and reading comprehension skills of children and young adults. Such programs have traditionally been provided by school media or public librarians. However, we believe academic librarians should support the development of these skills. It is apparent that outreach fulfills the university mission of service. Outreach also affords university faculty an opportunity to fulfill one of the criteria of tenure and promotion while providing an undeniable benefit to children and families within the local community.

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## Fast Times in Technical Services: Challenges and Opportunities

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“Simple solutions assume simple futures, but every realistic indication is that the future will be more complex than the present” (Crawford and Gorman 1995).

Both challenges and opportunities are plentiful in libraries these days. A quick summary of the current situation is that technical services departments must do more with the same or fewer financial and human resources and, at the same time, become involved in new library initiatives. Karen Calhoun of Cornell University Library wrote recently that organizational and operational assumptions about technical services are changing. This is her summary of the challenges facing technical services:

- Growing user expectations for electronic and digital services
- Wide array of formats and types of materials
- Rapid technological change
- Rising prices for library materials
- Close scrutiny of library budgets and costs
- Organizational restructuring

(Calhoun 2003).

These challenges can lead directly to opportunities for productive change and growth. That point must be emphasized: challenges are opportunities. In examining the challenges on Calhoun’s list, it is important to consider the opportunities that arise from each of them. There is every reason to feel optimistic about those opportunities.

First, let us consider the challenges posed by user expectations for electronic and digital services, and the necessity of dealing with many different formats and types of library materials.

### What Do Users Want?

“Most library users want resources that they can use and that are immediately available, even if they are not necessarily the newest resources” (Crawford and Gorman 1995).

During a panel presentation “Journals: Hardcopy, Electronic or Document Delivery: What Are the Choices?” given at the Charleston Conference, November 6, 2003, Mary Page of Rutgers University Libraries spoke of providing access to 3 million books and 15,000 current journals at that institution, and yet onsite use was down. At the same time, use of electronic resources on and off-campus at Rutgers was rising steadily. In 1997, the budget for electronic resources was 5% of the total collection budget. By 2003, only six years later, expenditures on e-resources consumed almost 40% of the budget.

At Jackson Library, The University of North Carolina at Greensboro, the breakdown of expenditures in 2003 was comparable to that at Rutgers University Libraries in the same year. According to data in the 2003-2004 *Jackson Library Annual Report*, about 31% of library collection funds were expended on online subscription databases during that fiscal year, with an additional 8.5% spent on one-time online database purchases. That does not include expenditures on electronic journals and other electronic resources that were paid for from other (distance education) funds. In comparison, the expenditure on print books during 2003-2004 was relatively small, only 23% of the total. This is snapshot rather than trend data, and it cannot be assumed that the UNCG figures are user-driven. Nevertheless, the similarity to the spending pattern at Rutgers is striking.



We are experiencing a transition to a new type of library. Traditional materials like books, print journals, and audio-visual materials continue to pour in to our libraries. At the same time electronic resources and digital collections make it necessary to develop new workflows, learn to use new metadata schemes and standards, devise new, technology-based methods of processing, and adopt new tools like OCLC Connexion.

Janet Flowers of The University of North Carolina at Chapel Hill used the term “hybrid environment” at the 13<sup>th</sup> North Carolina Serials Conference in April 2004, where she moderated a panel discussion entitled “Impact of E-Resources”. In discussing the management of both print and electronic resources, Flowers said that librarians have coped well with changes and ambiguities, and with the huge volume of digital materials they need to manage. She predicted that the “hybrid” situation will continue for the foreseeable future, and that we can expect additional work, and additional stress, in libraries for some years to come.

How does this transitional or "hybrid" situation work itself out in technical services? Consider serials management as an example. Libraries are moving many print journal subscriptions to print + online or online-only, and with electronic journals the emphasis is on providing access rather than providing the materials themselves. One serials subscription agent, Swets Information Services, predicts that the market share for electronic journals will increase from about 15%, measured in 2003, to 60% by 2008. Managing e-journal subscriptions, meaning ordering, renewing, paying, claiming and canceling, is much more complex and idiosyncratic than managing print subscriptions. For example, establishing and maintaining access to e-journals and databases can require painstaking work and more urgent attention than providing access to print serials. Cessation of online access can be a matter of immediate notice and concern to users, while delay in receipt of a print journal issue may be regarded much more tolerantly. Selection and ordering can be more complex and time-consuming for e-journals than print. Support staff placing orders for e-journals, or renewing existing subscriptions, find themselves fielding questions about IP ranges, domain names, and numbers of concurrent users. These questions, which may be

unfamiliar to staff and not straightforward to answer, are of no concern in managing print journal subscriptions. Monitoring invoices and renewals for e-journals and electronic databases takes real vigilance, since access may be cut abruptly and with no notice from the provider.

Procedures for managing electronic resources are evolving differently at different libraries. At Jackson Library, responsibility for electronic resources is given partly to administrative committees, partly to the library's Acquisition and Catalog Departments, and partly to the library's systems department. For example, support staff in the Serials Acquisitions unit order, renew and pay for e-journal subscriptions, while a librarian in the systems area has the day-to-day responsibility of maintaining e-journal access for users. At other libraries there are fewer hands in the pot, and complete responsibility for journals in all formats remains within technical services. No single organizational or procedural model, however, has been commonly accepted as the ideal way to manage electronic resources.

### **Many Different Formats**

“Librarians have done better at making sense of huge, heterogeneous databases than any other group, and should continue to do so in the future” (Crawford and Gorman 1995).

What opportunities result from working with electronic resources? Following are some highlights.

The familiar MARC format for cataloging has many strengths: it is flexible, adaptable to change, language-neutral, and it is widely understood in the library community. MARC format deserves the credit for the success of cooperative cataloging efforts (Tennant 2004). Many digital (electronic) resources now exist that library patrons would find useful, yet will never be cataloged using MARC. For many libraries, it is too slow and too expensive to organize these materials in that way. Instead, new metadata projects are becoming a significant area of work for catalogers. Non-MARC forms of metadata like Dublin Core, EAD (Encoded Archival Description) and XML are commonly now used in libraries. These formats can be applied in various ways,

depending on the context, audience, and purpose of the resource, and what data elements are available. The Library of Congress has developed an XML scheme called MODS, the Metadata Object Description Schema, that can carry selected data from existing MARC records, and also allows the creation of new descriptions. Non-MARC formats can be used for original cataloging of primary sources, or for EAD projects with archival collections. It is possible to use both MARC and Dublin Core to create records, possibly with the Dublin Core records stored in a separate database, and the MARC records being edited to indicate digitization.

Technical services personnel have the skills and abilities needed to succeed with this kind of work. As one technical services librarian has expressed it, we are pattern seekers and pattern finders. Anyone can learn and apply a metadata scheme, but will everyone do it well?

Roy Tennant wrote in the July 2004 issue of *Library Journal* on "Metadata's Bitter Harvest". He used the Open Archives Initiative Protocol for Metadata Harvesting (OAI-PMH), and harvested 100,000 bibliographic records that described free online resources held by five different libraries. Tennant described the result of this harvesting as "a mess", explaining that Dublin Core format had been applied with no rules to speak of. In descriptive cataloging, Tennant says, the collaborative community of users must apply a set of common guidelines and practices. To a trained and experienced cataloger, learning a non-MARC metadata format like Dublin Core and applying it in a standard way should be all in a day's work. All that cataloger needs is administrative support: support in attending workshops and training sessions, time to use online training modules, and time at work to allow practice with new metadata.

In acquisitions work, careful analysis of the core functions (ordering, receiving, and fiscal activities) is essential in determining the most efficient ways to acquire and process electronic resources. Marc Truitt of the University of Houston Libraries and Katharine Farrell of Princeton University Library have encouraged such analysis as a preliminary to the development of acquisitions standards for

automated acquisitions processes. Marc Truitt created the AUTOACQ-L discussion list in 2002 to open an interchange of ideas on this subject, and Truitt and Farrell spoke on the need for automated acquisitions standards to an overflow crowd at the 23<sup>rd</sup> Charleston Conference in November 2003. They pointed out that current Integrated Library Systems provide for only very basic elements of acquisitions data, and there is a proliferation of local, stand-alone systems to compensate for that. Cataloging has a rule-based framework, but acquisitions does not. What is needed is a structured, standardized approach to thinking about acquisitions (Truitt and Farrell 2004). Developing such standards will be a very complex group effort and a difficult and lengthy process, as Truitt and Farrell readily acknowledge. Having well-defined standards for acquisitions data would smooth the way for day-to-day work, and for an event like an ILS migration. The effort begun by Truitt and Farrell certainly merits the continuing interest and involvement of the library acquisitions community.

### **Rapid Technological Change: Both a Challenge and an Opportunity.**

At Jackson Library, University of North Carolina at Greensboro, changes and developments have been made in recent years that are typical of many libraries. All of the following are now well known and well accepted in technical services, where once they represented a departure from traditional ways of doing things:

- An integrated library system, based on a relational database (now DRA Classic, previously LS2000, and Sirsi Unicorn when a migration will be completed in 2005)
- "Side systems" (software applications outside the ILS), such as a Microsoft Access database that is used to track payments for subscriptions, and to produce custom reports
- Vendors' Web-based customer interfaces, such as YBP's "GOBI 2" and Baker & Taylor's "Title Source II"
- Technology-assisted workflows, like electronic data interchange (EDI) for invoicing of approval books

- Consistent use of Internet access as an integral part of acquisitions work
- Shifting from data entry (working on records one by one) to data manipulation (working on batches of records) with OCLC Connexion

If anyone doubts that computer technology truly makes library work easier, Natalie Palermo of Louisiana State University provided an example at the Sirsi SuperConference, held in St. Louis, Missouri in April 2004. Palermo gave a talk on EDI serials invoicing. After 3 months of testing with Sirsi, Palermo used the EDI process to load a serials invoice file from Ebsco. The file consisted of 44 invoices containing a total of 3,258 invoice lines. It would take a full-time worker weeks to enter that data manually, while loading the file electronically took only 2 minutes. The load was not quite complete: 7 invoice lines did not post at all, because of multiple copies being invoiced. Seven out of 3,258 invoice lines is a failure rate of .21 % (1/5 of 1 %). Most library managers could tolerate a failure rate as low as that.

How can technical services librarians continue to deal successfully with technological changes?

- We can update staff skills (for example, by introducing new metadata schemes for cataloging).
- We can change workflows to take greater advantage of available technology.
- We can discover and re-think our assumptions. Sometimes technology forces us to make changes that are very productive improvements over the old ways of doing things.
- We need to learn what users think is truly important. In the spring of 2003, for example, Jackson Library administrators used the Web-based LIBQUAL+ survey to help determine and study user opinions. This survey, a product of the Association of Research Libraries, is designed to obtain data from users on their opinions of library service quality. Students, faculty and staff of the university answered questions in four broad areas: access to information, "affect" of service, library as place, and personal control (Library

Service Quality 2003). Afterward, a working group was formed to study the survey results and recommend changes in both public and technical services practices, based on what was learned from LIBQUAL+.

- We can broaden the scope of technical services responsibilities and influence.

On the last point, broadening the scope of responsibilities, those of us who work in technical services need to be proactive in searching out new projects and new applications for our skills. For example, technical services personnel can support the digitization projects that are planned or underway at many libraries. Technical services personnel can organize and manage Web sites, and help to design, build and maintain digital library management systems and portals. Possibilities exist for participating in cooperative metadata programs for digital resources, similar to cooperative cataloging programs. At Jackson Library, when the Sirsi system is in place, it will be possible for librarians and support staff to generate reports from the ILS without help from systems personnel. In a year or so, library staff will be cataloging electronic theses and dissertations.

Technical services personnel can take advantage of enhancements to vendor services that have resulted from continuing technological changes, by working in partnership with vendors to replace routine, repetitive manual work. Enhanced vendor services soon to be available to Jackson Library include:

- Vendor Web interfaces (GOBI 2 from YBP) – online selection, ordering, reporting
- Integration of the ILS with vendor's system
- EDI capability and 9XX ordering with Sirsi
- Bibliographic services (OCLC PromptCat)

The major vendor at Jackson Library is Yankee Book Peddler (YBP). The author worked with librarians who are subject liaisons with academic departments, and with Acquisition Department staff, to make use of features of GOBI 2, the Web interface that YBP has developed for its customers. Presently GOBI is

used at Jackson Library to generate a variety of acquisitions and collection management reports, such as information on open orders, on titles shipped on approval, or reports of expenditures by LC class. GOBI 2 is also used as an online selection tool by librarians and teaching faculty. Selectors can have a subject profile created for them, and receive automatic e-mail alerts of new publications.

It will be possible to do much more with a vendor service like GOBI 2 when Jackson Library has an ILS that can be integrated with vendors' systems. For example:

- Selectors could be allowed to search the vendor's database and flag titles for ordering. This is not done with Jackson Library's current ILS to avoid the necessity of staff re-keying data.
- When Jackson Library moves to the Sirsi system, the two systems will be able to exchange data electronically. Acquisitions could enter orders directly in GOBI, use the GOBI 2 order export process, and receive a file of order confirmation records from YBP the next day. The file would be loaded into Sirsi using Sirsi's "9XX loader".
- There would be no need for pre-order searching, keying orders into the library's ILS, or downloading bibliographic records item by item. The loading would create brief bibliographic records (the order records), and update encumbrances in Sirsi.
- When the orders arrive, receiving or cataloging staff could download bibliographic records from OCLC, much as is done now. Alternatively, the vendor could send full cataloging records, and the order-level records would be overlaid electronically with these bibliographic records.
- A third alternative would be to use records supplied through OCLC PromptCat. PromptCat would match items with cataloging records according to the library's specifications, and create the file of records ready for pickup by the library.

Receipt and payment data could also be transmitted between GOBI and the library's

Sirsi system. One way to do this would be to use the EDI process (Electronic Data Interchange), as is now done with invoicing approval shipments.

Similar services to YBP's GOBI are available from many other vendors.

### **Hard Times and High Prices**

The Association of Research Libraries (ARL) reports that between 1986 and 2003, costs of serials for ARL libraries increased by 260%. This increase is 3.8 times the Consumer Price Index during that span of years. During the same period, monograph expenditures by ARL libraries increased by 66%, and library operating expenditures by 84% (Expenditure Trends 2002-03).

Price increases and difficult economic times have had their effect on technical services operations. They have resulted in:

- Close scrutiny of budgets and costs
- Lost positions
- Delays and backlogs
- Diminished quality of work
- Additional responsibilities assigned
- Resorting to outsourcing

Recently, Kathleen Wells of the University of Southern Mississippi sent a survey to technical services managers at 112 public universities in the southeastern United States. Wells wanted to determine the impact of hard times on library staffing and operations. Her survey covered the period from 1990 to 2004, and the results were published in the journal *Technical Services Quarterly*. Wells found that technical services departments were particularly hard hit by budget cuts and hiring freezes because administrators did their best to keep public desks fully staffed. Over 60% of the survey respondents had lost technical services positions, and cataloging was the area most affected. Over 70% of respondents said their institutions had lost librarians, and more than half had lost support staff positions. Eighty-four percent of the survey respondents reported that lost positions had resulted in delay or nonperformance of some work. The examples they cited most often were cataloging backlogs, delays in cataloging new types of materials (such as electronic resources), and lack of time for authority control work. Of course all of this

had direct repercussions for public service (Wells 2004).

Other transitions in cataloging departments have resulted from shortages of people and funds:

- There has been increasing acceptance of basic-level cataloging records.
- Some libraries have been copying bibliographic records from other catalogs. For OCLC member libraries, this is a very questionable practice.
- Catalogers in some libraries have been required to take on additional and often unrelated work, such as collection development responsibilities or public service desk duties.
- Some library administrators have tried outsourcing in attempting to reduce costs.

This leads to the subject of organizational restructuring, a tactic frequently used to counter financial problems.

### **Restructuring: How Should We Plan for Change?**

“Libraries need incremental strategies and solutions for current and future problems” (Crawford and Gorman 1995).

How did the librarians who responded to Kathleen Wells’ survey deal with their losses? Good or bad, these are the real-life expedients they put into place.

- Twenty-five percent outsourced some technical services functions. Wells called this is a relatively low percentage of respondents, and pointed out that outsourcing also has its costs (not only charges for services, but also in-house management costs).
- Where libraries in the survey actually lost positions, departments were reorganized to maximize the effectiveness of the remaining personnel. Merging departments was the most common strategy, put into effect by 48.5% of respondents. They combined Serials and Acquisitions departments, Cataloging and Acquisitions, Cataloging with both

Acquisitions and Serials, Collection Development and Acquisitions, and Binding and Processing units.

- The libraries reduced the number of supervisory positions, resulting in flatter organizational structures.
- Work was shifted from professional librarians to support staff positions, or to student assistants.
- Support staff were cross-trained or re-trained, to allow more flexibility in assigning work.
- Managers streamlined workflow as a means of cutting costs, and took advantage of new technologies.
- Temporary staff were hired in some libraries, and in others, administrators looked for outside funding of positions.
- Some librarians formed strategy teams to set departmental priorities among their more limited resources. This could be considered a "triage" technique. The essential functions would be covered, but obviously, if resources are very limited, some things will not get done (Wells 2004).

A discussion group on “Creative Ideas in Technical Services” met at the ALA Annual Conference in Toronto in June 2003. Members of the group reported changes similar to those described by Wells:

- Librarian positions were reclassified to support staff positions in some libraries.
- Librarian positions were eliminated.
- Positions were lost through attrition, due for the most part to retirements.

The group reported that new librarian positions are more likely to be in systems than in technical services (Krempasky 2004).

In a presentation at the 13<sup>th</sup> North Carolina Serials Conference held at Chapel Hill in April 2004, Rocki Strader of Ohio State University listed some new titles for librarian positions:

- License Librarian
- ILS Workflow Librarian
- Digital Acquisitions Coordinator

It is not difficult to see in this list a definite change of emphasis.

### **What Opportunities can Organizational Restructuring Offer?**

When procedures are streamlined, we:

- Make time for the more demanding areas of our work
- Have more time for training and related activities (like learning new technology and software)
- Replace repetitive tasks with new and more challenging and complex types of work

For example, efficient acquisitions procedures allow staff to focus on services to users, such as filling rush orders or orders for out-of-print titles, or satisfying complex requests.

A common type of restructuring is the trend toward merging acquisitions and cataloging functions. In some libraries, acquisitions staff members do basic-level copy cataloging. At the University of Virginia Library, for example, four “receivers” handle receipt of all materials, and also perform copy cataloging for 40% of the titles that are purchased from all vendors (*GobiWorks Profile* 2003). Members of support staff in many libraries now do more complex copy cataloging than they did at one time. In some libraries, paraprofessionals do original cataloging.

Another example of restructuring is the team approach that has been in place in some libraries for 10 or 15 years. Some feel that a team structure provides for greater efficiency in dealing with networked electronic resources, compared with a traditional organizational structure where different staff or departments treat tangible materials in discrete stages. Team structures require considerable time from their participants for frequent scheduled meetings and regular group consultations, and that time has its costs for the organization. Perhaps the most important consideration about organizational structure is this: does the structure make it necessary for people to communicate? As long as processes require that people share

information and coordinate with one another, an organization can function successfully.

### **Coping with Change**

To manage change effectively, a balance is needed among 1) who the people are and what they know, 2) the tools, technologies and methods (processes) used, and 3) the tasks that are to be accomplished. Coping with change requires:

- A continuous flow of information
- Increased organizational concern for staff development (on-the-job training for both professional librarians and support staff)
- Taking a “clean slate” approach to how work gets done
- Creating transitional roles for staff
- Respecting individual responses to change
- Understanding the emotional cycle of change
- Patience

### **Why Are Technical Services Important?**

The traditional library organization was a system of pockets of highly focused expertise, departmentalized and given such names as Cataloging, Reference, Acquisitions, Systems, and so on. These functional units were organized within broad categories: Public Services and Technical Services. Now there is a shift, a crossing of organizational lines. Many working relationships exist outside of the usual reporting structures. This shift is the result of budget pressures, of technological changes, and an increased concern for providing streamlined services to users.

Technical services are an essential part of libraries. All library personnel, in every area of the library, are engaged in service. All are pursuing the same values and principles. Technical services functions are essential and interesting. Our context is changing, and the scope of our work is changing, but technical services people have knowledge and skills that are critical to the success of libraries. Let us continue to believe in that, and act on it.

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## Department-Integrated Information Literacy: A Middle Ground

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### Introduction

Much of the current literature on information literacy on college and university campuses encourages instructional services librarians and departments to pursue one of two options: either integrate information literacy into the curriculum as a campus-wide initiative, or establish a for-credit information literacy course taught by librarians. For a variety of reasons, instructional programs may not be able to accomplish either of these goals immediately. Perhaps the library does not have the institutional influence to mount a campus-wide program, or maybe the library lacks the needed resources in terms of personnel or instructional facilities. Tackling the planning required for a program spanning the University curriculum may seem overwhelming. The issues of influence and resources may also be reasons why a library cannot establish a credit-bearing course. Still, we cannot do nothing.

There is a third alternative available to information literacy librarians: working with faculty within a selected department to integrate information literacy goals and instruction into that department as a whole. The whole campus may be too large; one department is not. The resources required for expanding information literacy to the entire campus are beyond the scope of overextended librarians and instructional services departments; the resources required to plan with and reach out to one department are not over-taxing. Integrating information literacy components into a department may provide a stepping-stone approach from which librarians may eventually integrate information literacy into a campus-wide educational enterprise. What is required, and how should we set about integrating information literacy into one department? And, where will this strategy lead us?

### What Is Required?

This approach is already on the horizon, most notably in the California State University system. Ilene F. Rockman (2003) provides success stories from Biological Sciences, History, Educational Psychology, and First-Year Experiences in the California State University system. Rockman's article indicates that professors in the departments worked with librarians to integrate information literacy competencies into more than one course, but it does not offer a planning structure or methodology for doing so. Also significant are the efforts underway at San Jose State University. Patricia Senn Breivik and Robert McDermand (2004) briefly describe collaborative efforts in the Art, Biology, Business, and English Departments, and, importantly, the role of the Outreach Librarian in coordinating these efforts. There are also articles describing ventures into integrating information literacy into the Science curriculum and the Psychology curricula (Paglia and Donahue 2003; Brown and Krumholz 2002). The latter two articles are specific to single classes, though: in the first case, a "senior-level geomicrobiology course," and in the second, a Psychology research methods class. This article provides starting points for a general process that librarians at varied types of institutions could follow with any academic department.

The process described in the current article is based on a partnership with a single targeted academic department in addressing how to educate all its students. For purposes of demonstration, this article will focus on partnering with the English Department. The information literacy librarian attempting to establish such a program needs to be aware of the department's goals for its students, the required and elective courses, and the research agenda required by the various courses. The librarian must be able to demonstrate how the library and its instructional goals fit within the department's research agenda. For the English Department, the librarians would discuss with

departmental faculty not only what research skills should be taught to the Composition classes, but also in the lower level elective classes, required classes for majors, upper level undergraduate classes, and capstone courses. This process must span Rhetoric, Linguistics, Literature, Creative Writing, and other classes taught by the English Department. When, for instance, should students learn to navigate general multidisciplinary databases? When should they be proficient in the process of going from identifying citations to getting to print or electronic copies of the articles or the appropriate interlibrary loan request? At what course level should they be proficient in using the *MLA Bibliography*, the *Annual Bibliography of English Language and Literature*, or other indexes?

Librarians recognize that in general, research processes have much overlap among subject areas and resources, but in order to integrate information literacy into a specific department, librarians and the departmental faculty must identify specific research goals and specific research tools. Generalizations in research processes will help librarians continue to meet instruction strategies and reference needs for existing service. What is required to begin a department-integrated information literacy initiative are a department with which to work, an existing library instruction program, willing hands, and the commitment to work together with other librarians and faculty in the department.

### **How Do We Accomplish Our Goal?**

Succinctly put, the following stages can lead to integrating information literacy into a department:

- Select an entry point
- Map information literacy goals onto the department's goals
- Work with departmental faculty to plan
- Draft assessment measures
- Support the students

For starters, the library must identify a department with which to work. The entry point may be any need that spurs a closer working relationship between the department and teaching librarians. In "Writing Information

Literacy in the Classroom," Rolf Norgaard discusses the "old ghosts and new specters" of the research paper and current concerns regarding plagiarism (2004, 221). Norgaard goes on to discuss recent curricular design and anti-plagiarism efforts by the Council of Writing Program Administrators (the WPA). These efforts have led to the "WPA Outcomes Statement for First-Year Composition," a document which "offers a very hospitable context for information-literacy initiatives" in its approach to teaching composition (2004, 221). Linking national statements for Composition with those in Information Literacy creates an entry point for an instruction librarian to approach the English Department.

For other departments, accreditation requirements may provide the entry point. As Hannelore Rader indicates, accrediting agencies have begun "including appropriate criteria for outcome measurements regarding information literacy in the accreditation requirements" (2004, 75). The accreditation requirements make the departments eager to cooperate with the library, and lead to the next step.

Next, map Information Literacy goals onto the department's goals. This is not a short conversation. Perhaps the best place to begin is with the required courses for majors. What kinds of research skills should majors have when they graduate? Compile a list, and then compare this list to the research skills named in the ACRL's Information Literacy Competency Standards (2000). Provide breakdowns of competencies and department-identified research skills by level or by course. To use the English Department as an example, professors and librarians may create the following list of research skills, based on individual courses. The first level Composition classes have a general introduction to the library collections and catalog, generate adequate search terms for the library catalog based on the thesis for their paper, then refine those search terms based on interpreting their results from catalog searches. The second level Composition classes learn to search general multidisciplinary databases and learn how to find the articles to which their citations point. The first required course for majors introduces students to the *MLA International Bibliography*, and a required British literature class delves into the *Annual*

*Bibliography of English Language and Literature.*

We can then chart these department-identified goals alongside the closest Information Literacy Competency Standard equivalent, moving from Standard One's relationship to thesis statements (1.1.b), modifying the information need (1.1.d) and identifying relevant databases and indexes (1.1.c) to Standard Two's practical application of searching the specified databases and indexes (2.2.d, 2.2.e), and going from retrieving citations to retrieving articles (2.3). Sue Samson and Michelle S. Millet provide an example of how this mapping would work at the single-class level for a required English Composition course and for a Public Speaking class at the University of Montana—see specifically their Appendices B and C (2003, 94). Jennifer Laherty has mapped the National Science Education Content Standards with ACRL's Standards, as a means of familiarizing herself with the subject discourse and in order to integrate information literacy into Science education (2000).

Recently, the Literatures in English Section of ACRL began drafting research competency guidelines for literatures in English (2004). Modeled on ACRL's Information Literacy Competency Standards, the LES Research Competency Guidelines are designed to offer "a more specific and source oriented approach within the disciplines of English literatures, with a concrete list of research skills" (2004). Because these guidelines are specific to the discipline, they are helpful to the librarian who wants to integrate information literacy to the English Department. The librarian should still work collaboratively with English faculty in his or her own school to tailor a program best suited to that institution. Librarians working with other subject areas may soon have more examples of this kind of discipline-specific information literacy goals they can use when planning for department-integrated information literacy.

Planning is the most time-intensive step in this process. The teaching librarian must work not only with the department as a whole in terms of planning how to recognize information literacy goals within its research agenda; she must work with each professor in terms of that professor's specific classes. The programming must go from the departmental level to individual classes and

even, perhaps, to individual assignments. Planning for the program may not change the department's allocation of time or resources much, but it certainly changes the library's. The need for classroom space and time for the librarian to work with the professors and students will increase. The library administration must support this reallocation of the instruction librarian's time and focus of work. The ACRL's "Characteristics of Programs of Information Literacy that Illustrate Best Practices" offers additional planning considerations, including the need to collaborate with students, faculty, librarians and others, the need to establish both formal and informal communications mechanisms, and the need to conduct assessments (2003).

As part of the planning process, assessment measures help create a feedback loop to refine and plan for the future. Draft assessment measures both for the students within each class and for the information literacy program itself. Paglia and Donahue used four assessment methods, based on D. Barclay's recommendations for evaluating library instruction: anecdotal evidence, survey, testing, and evidence of use (2003, 322). These assessment measures span formal and informal communication, and include both direct and indirect methods. Anecdotal evidence may come from observations undertaken during classes and at the Reference Desk and conversations with faculty and students. Pre-tests, post-tests, and surveys at the end of the course or intermittently during the semester may all be valid formal assessment measures. The librarian or departmental faculty member may test students directly on methodology related to information literacy, as part of testing for course content. Paglia and Donahue used an annotated bibliography assignment as their evidence of use assessment, although there are other options (2003, 322-323). Cecelia Brown and Lee R. Krumholz, for instance, had their students present journal articles, conduct literature searches related to the presented articles, and critique the articles (2002, 113). Brown and Krumholz's students were scored by both microbiology professor and librarian for both course content and information literacy competency, respectively. This assignment certainly provides data allowing the collaborators to assess the students' evidence of

use. Librarians and departmental faculty may be able to assess their information literacy program using some of the same four styles. Assessing the program itself will suggest directions for future growth and development.

Finally, support the students—this support should be embedded in all the processes along the way. Just as the students have their professor for their class, they should have their librarian. Students should recognize their librarian, should feel comfortable sending email or calling to ask questions, and should sign up for individual research consultations when they need them. This isn't to say that students should bypass the Reference Desk or other librarians, but student support is, after all, the ultimate aim in any information literacy program, and the true measure of its success.

### **Where Will This Strategy Lead Us?**

Success in integrating information literacy into one department provides a springboard to the next department. One department isn't enough, any more than relying on a one-shot instruction session is enough. The ultimate goal is to create a campus-wide information literacy program.

Practically, how do we proceed? English Departments in many colleges and universities are associated with Writing Centers, and the partnership between the library and the English Department leads the library to the Writing Center next. Students who need writing help may also need research help. Therefore, teaching

assistants (TA's) for the Writing Center will benefit from basic training in instructing students in research skills. The TA's should also be aware of the availability of librarian instruction, whether individual research consultations, or teaching at the Reference Desk, or other possibilities.

If working with the Writing Center isn't feasible, target the next department that provides a reasonable entry point. Examine already-existing working relationships with departments for which the library already teaches instruction sessions. Be familiar with accreditation requirements for various degrees—they may provide the next entry point. Build on the success of that first experience.

San Jose State University has enlisted an Outreach Librarian to coordinate these kinds of departmental efforts (Breivik and McDermid, 2004, 210). The Outreach Librarian has created more opportunities for entry points by establishing a relationship with the Center for Faculty Development, offering a new faculty orientation, promoting the University Scholars Series, and sponsoring a faculty publications reception (2004, 212). Other universities may already have a Coordinator of Information Literacy or Instruction, relationships with centers for teaching and learning, or may already participate in activities which contribute to the librarians' sense of being part of the campus scholarly endeavor. The point is, the groundwork has already been laid. What remains is to take advantage of it.

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