The Southeastern Librarian

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Up Front

From the Editor

Articles

Regular Features

Cover: Scenes from the past - Rural Kentucky bookmobile and packhorse librarians visited rural areas, bringing books to families around the Commonwealth. Photos courtesy of University Archives, Kentucky Library & Museum, Western Kentucky University Libraries. Special thanks to Roxanne Spencer for the submission.

From the Editor

As I write this column, things are winding down on campus. It is the last part of finals week and there will be a brief respite before things gear up fully for the summer sessions. This is an opportunity to catch up on projects left undone or incomplete during the semester. For some of you, this may even mean catching up on your professional reading. I hope you can take a few minutes to read the submissions in this issue, there's something for everyone.

Bailey, Teel and Walker address meeting the professional development needs of school media personnel through a collaborative effort between a university and a publisher. Such a model can spark ideas for others across the Southeast. Bryant, Martin and Slay discuss collaboration between librarians and teaching faculty to develop a library orientation program for a non-traditional campus. The unique challenges for designing a program to meet the diverse needs of non-traditional students are given special consideration. Not only have colleges and universities noticed an increase in the number of non-traditional domestic students, but the internationalization of campuses also creates its own opportunities for expanded library services. McClure and Krishnamurthy describe the rationale and issues involved in translating their library's web pages into two other languages in order to meet local student needs.

Meeting the needs of local users makes each library unique. Teague and Wesley describe the way they met the needs of their specific clientele through building a collection of vendor materials which could be used for reference by students. This article can be used to generate creative ideas by other librarians in meeting the needs of specific patron groups. DeHart and Viles summarize the use of various methods of virtual reference services in the Southeast. They also discuss the variety of usage between the different types of libraries. The transition of library materials usage from print to other formats results in the need for patron access to these different resources. McGee addresses the need for libraries to be more liberal in their lending policies for non-print materials and the experience of doing so at her library.

At the spring SELA Leadership Conference, it was mentioned that receipt of *The Southeastern Librarian* is one of the many assets in belonging to the organization. The journal seeks to publish scholarly articles which cover a wide range of topics and library types as evidenced in this issue. I would like to take this opportunity to thank the many reviewers and the Editorial Board whose efforts help make all of this possible. If you have any comments regarding *The Southeastern Librarian*, feel free to address them to me at bratcher@nku.edu.

Happy Reading!

Perry Bratcher

Librarian to Librarian Networking Summit: Collaboratively Providing Professional Development for School Media Personnel

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Introduction

Effective professional development remains a major focus for universities, educational agencies, school districts and educators. Successful staff development projects for educators provide long-range effects in which administrators, communities, universities, students and even parents eventually receive benefits.[1] Quality professional development encompasses a wide range of opportunities for the purpose of enhancing educator performance and excellence. This article discusses the organization and implementation of a summit designed to target an audience of school media personnel. Additionally, the paper presents the organization and implementation of the summit. In the planning of any professional development activity, two equally important tasks emerge (1) developing the program and (2) selecting the targeted participants. The development of the program is based on the needs of the targeted audience; therefore, the targeted audience must be determined prior to the beginning of the planning process. Several additional factors are critical in the success of a staff development event. It is equally essential to have clear library administrative support of the project and have a wide-range of professional contacts for identifying and recruiting experts to facilitate sessions.[2]

After obtaining administrative support and understanding the commitment of time required to develop, plan, and implement a successful program, the Teaching Resources Center (TRC) at East Carolina University's J.Y. Joyner Library partnered with Scholastic Library Publishing and formed a planning team comprised of individuals from both Joyner Library and Scholastic Library Publishing. The team's charge included developing a professional development opportunity designed for eastern North Carolina school media personnel. The TRC Outreach Program offered this opportunity as a service to area educators. The outreach program provides services to educators in the East Carolina University College of Education Walter and Daisy Carson Latham Clinical Schools Network, which encompasses a wide area of public school systems in eastern North Carolina. The key functions of the network are to (1) provide a network in which public schools and East Carolina University can collaborate, (2) seek to enhance recruitment, retention, and renewal of teachers from pre-service to in-service, (3) provide quality field placements and clinical experiences for teacher education candidates, (4) facilitate the implementation of innovative practices and new initiatives in both public schools and universities, and (5) provide continuous professional development for public schools and university partners.[3] In conjunction with providing continuous professional development for public schools and university partners, offering professional development to school media personnel strengthens and enhances the partnership as well as the TRC Outreach Program. With school media personnel recognizing the significance of professional development, a successful project requires peer and administrative support, collaboration, needs

assessment, planning, implementation, and evaluation. Effectiveness and quality of the project were considered key elements throughout the entire planning process. The goal of the project was to create an atmosphere focused on the cooperative sharing of ideas, methods, solutions, resources and materials applicable in the real world of education. In other words, the project must provide participants an opportunity to discuss and address the issues faced by school media personnel in their efforts to meet the goals established by the *North Carolina Standard Course of Study.*

Audience Assessment

With school media personnel targeted as the audience for the event, a major component involved assessing the needs of the group. Following the initial meeting, the members of the planning team agreed that a needs assessment of the projected audience would provide valuable feedback in planning the successful staff development event. Based on previous experiences and the results of an informal needs assessment, the reoccurring recommendation to offer a summit surfaced. A summit would provide an opportunity for school media personnel to share their expertise with each other, while establishing a network of colleagues who would serve as resources in the future. While serving as an assistant principal, Leslie Standerfer gained valuable insight on staff development. In her article, "Staff Development: Finding the Right Fit," she relates how many teachers welcome the chance to share their expertise with colleagues, and many times are insulted when they find themselves as only attendees in the audience rather than participating as facilitators or presenters.[4] The solicited input gained from school media personnel drove the planning and design from the inception of the summit. Just as author Ellen McCarthy learned from the results of a staff development needs assessment survey given to the Mt. View Alternative High School of Centreville, Virginia, the summit planning team also discovered that school media personnel requested a wide-range of topic interests making the development of the summit appear daunting. However, after reviewing the results closely several topics surfaced indicating a theme-

centered, round table event led by teachers and librarians recognized as experts in the given topic areas.[5] The summit planning team informally polled eastern North Carolina school media personnel through email correspondences to determine the most appropriate month of the year and day of the week to offer the summit. The majority of respondents recommended January as the best month with Saturday being the most logical day of the week to offer the event. Saturday provided many attendees the opportunity to participate because absence during school days often involved acquiring a substitute and additional planning. To further encourage attendance, school media personnel requested that registration cost be minimal and that continuing education units (CEUs) be offered. The planning team considered and incorporated both recommendations as the summit was planned.

Planning and Implementation

A creative concept and theme can ensure that your conference delivers a clear message and achieves a lasting impression. The title, *Librarian to Librarian Networking Summit*, was agreed upon to promote solidarity amongst school media personnel. Each year a different theme will be chosen to represent the continuity of the conference. The 2006 theme, *Can You Hear Us Now?*, was designed to encourage media personnel to communicate with each other and the educational community at large in order to promote the essential role librarians play in student academic success.

The agenda is often considered one of the most important parts of a conference since it attracts the audience to the event. Gayle Jasso, a professional event planner and consultant, states, "As event coordinators plan the agenda, they need to decide (1) what experiences they want the attendees to have from the time they start their trip to the event to the time they return home, (2) how they want the event to influence the attendees, (3) what they want the attendees to learn as a result of their participation in the event, and (4) what opinions they want the attendees to form as a result of the attendees' experiences during the event."[6] With this knowledge, the

planning committee organized a one-day Saturday summit. The agenda encompassed registration, opening and closing sessions, four concurrent sessions, morning and afternoon breaks, and an on-site box lunch. Keynote speaker, Frances Bradburn, Director of Institutional Technology for the North Carolina Department of Public Instruction, set the tone of the summit during the opening session by discussing the implementation of the newly revised *IMPACT: Guidelines for North Carolina Media and Technology Program.* The closing session provided a time of reflection and evaluation ending an informative and exhilarating day.

Research indicates employees have a wide variety of unmet professional and personal needs.[7] In conjunction with surveying school media personnel, the planning committee reviewed recent conference topics and professional journals to determine additional trends and needs. Topics were chosen by the summit planning committee based on interest to participants, timeliness, and relevance to school media personnel. Summit topics included:

- National Board Certification: You Have Questions? Certified Librarians Have The Answers

- New Librarian: Contract Signed – Now What?

- Grant Writing: Big Bucks Just For the Asking

- Technology + Information Literacy = Successful Students

- IMPACTing your school?

- Making a Difference: Building Relationships with Community Organizations & Agencies

- Library Strategies for Promoting Multicultural Education

- Bull's Eye: Assessing School Media Centers/Facilities

- Collection Development: How to Maintain Control?

- How Inclusive or Exclusive is Your Library Collection?

- 21st Century Learning

- Facilitating English Language Learning via Media Resources

- Super Heroes to the Rescue! (Graphic Novels and Reluctant Readers for Grades 6-12)

- Show Me the Money: Grant Writing

- Using Schools' Media Centers to Provide the Latino/Hispanic Population with a More Sound Education

- Enhancing Teachers Classrooms: Let's Create!

- Joyner Library Teaching Resources Center: See It All (Tour)

- Joyner Library Teaching Resources Center Outreach Program: Free for the Asking

- What's New – NC Wise Owl

- What's New – NC History and Fiction Digital Library

- What's New – Learn NC

- Ask Frances? (A question and answer session with Frances Bradburn, Director of Institutional Technology for the North Carolina Department of Public Instruction)

- Ask Evan? (A question and answer session with Evan St. Lifer, Vice President and General Manager of Scholastic Library Publishing)

To provoke informal discussion, a roundtable format was chosen for the *Librarian to Librarian Networking Summit.* Participants were given the opportunity to prioritize their selections based on their needs and interests. Eight roundtable

discussions were offered during each of the four sessions. This format allowed each participant opportunities to contribute thoughts and ideas during the forty-five minute sessions while exchanging information among peers. Within the roundtable format, "What's New" and "Ask" sessions were incorporated. "What's New" highlighted technological advances and updates of North Carolina resources, while "Ask" featured a question and answer opportunity with invited speakers, Frances Bradburn, Director of Institutional Technology for the North Carolina Department of Public Instruction and Evan St. Lifer, Vice President and General Manager of Scholastic Library Publishing.

The planning team invited knowledgeable professionals to serve as summit facilitators. The role of facilitator included briefly introducing the topic and providing an overview if necessary, moderating discussion, serving as a resource, guiding participation, posing questions when needed, clarifying questions, and wrapping up the session. In addition to being well-informed and well-spoken, the committee desired a diverse group of practitioners to assist with the sessions. The summit planning team selected individuals representing colleges, universities, public schools, the North Carolina Department of Public Instruction, education and library consulting firms, and book publishing companies to support the roundtable discussions. To keep the cost of registration minimum, facilitators did not receive monetary payments for their roles in the summit. In order to provide some form of compensation, facilitators received free registration and lunch, the option to participate in sessions, and a small honorarium was offered to those traveling more than fifty miles.

Ambiance can be defined as a feeling or mood associated with a particular place, person, or thing. Positive ambiance is essential to the success of a special event.[8] From their arrival to departure, participants were surrounded by an environment filled with comfort and ease. The summit planning committee was committed to ensuring the comfort of each participant. Employees of the Teaching Resources Center greeted participants with a warm and friendly smile in the parking area as they directed them to

the building's entrance. The registration table, staffed by two library employees, was located in the foyer of the facility. Upon registration, each participant received a summit packet which included a name tag, agenda, a confirmation of sessions, building map, registration receipt, pen, notepad, lunch ticket, and a gift bag containing a coffee mug, highlighter, ruler, and product information from Scholastic Library Publishing. For participants interested in earning CEU credits, forms were available at registration. From registration to the closing session, volunteers were strategically placed throughout the building to assist attendees.

Facility

When the concept of hosting a summit was discussed in July 2005, the committee unanimously agreed it should be held in the aesthetically pleasing environment of Joyner Library with as many events as possible scheduled in the Teaching Resources Center. Bringing participants to campus provided the Teaching Resources Center an opportunity to promote its specialized services and resources to school media personnel and other educators in the state, many of whom received library degrees from East Carolina University. For many alumni, attending the summit was their first opportunity to return to ECU and experience the library's 1999 renovation and expansion project. Unfortunately Joyner Library's expansion project did not include large multi-purpose rooms or an auditorium; therefore, hosting the Summit during regular operating hours posed a dilemma. Securing space for concurrent sessions was manageable since these sessions primarily consisted of roundtable discussions; however, locating areas for general sessions and lunch for more than 130 individuals required in-depth thought and planning. The committee brainstormed ideas and consulted with the library's building manager to reach a win-win solution. The luncheon was held in one of the collaborative learning areas within the library. This area provided a pleasant environment for eating, networking, and listening to Evan St. Lifer as he informed participants of trends in school libraries and the book publishing industry. To further enhance the sessions, Scholastic

Library Publishing provided a display of books. The area representative personally selected display titles appropriate for K-12 school media centers, which generated discussion as well as allowed participants a hands-on opportunity to review new materials.

Publicity

Summit organizers designed and mailed a promotional flyer to each school within the Walter and Daisy Carson Latham Clinical Schools Network to announce the date, place, and time as well as purpose of the summit. Organizers also posted announcements on various LISTSERVs and discussion lists in order to promote the *Librarian to Librarian Networking Summit.* To encourage pre-registration, the committee sent packets via electronic communications. These packets contained a registration form, summit agenda, list of sessions, and facilitator biographies. A committee member designed a web site for the summit to provide registration and current information. Registration and communication remained constant until the day of the summit.

Follow-up

The planning team placed handouts from the sessions on the web site along with additional resources beneficial to attendees. After the summit, the committee paid bills and honorariums, and sent letters of appreciation to all guests, facilitators, and volunteers. In addition, emails were sent to all participants with the purpose of thanking them for their attendance, soliciting comments about the summit, and reminding them to return CEU forms for renewal credit.

Assessment

Assessment is an integral part of the total planning process. The evaluation tool used for this summit gathered specific data relating to the goals and objectives of the event with the primary purposes of identifying participants' reactions to the summit and improvements for future summits. Simply stated, the planning committee's desire was to discover what worked, what did not work, what should be changed, and what new ideas developed from the summit.

In response to the committee's need, a summative evaluation form collected quantitative and qualitative data for both the overall summit and sessions. Questions one through six of the evaluation asked respondents to rate each question on a Likert Scale, the most widely used scale in survey research which allows respondents to mark their level of agreement to a statement or question. Questions seven through twelve of the survey were open-ended questions designed to allow lengthy and detailed responses, revealing the emotions behind the facts. Evaluation forms, included in the summit packet given to each facilitator and participant at the registration desk, were concise and could be completed in less than ten minutes. The evaluation form used is included as Appendix A.

Findings

Of the eighty evaluations distributed, forty-four were completed with a return rate of 55%, which is well above the 10-33% average survey return rate.[9] With the understanding that higher return rates increase the validity of surveys, summit organizers collected questionnaires during the closing session of the event and awarded numerous door prizes as an additional incentive for participants and facilitators to appraise their summit experience. Evaluation results clearly revealed that the initial *Librarian to Librarian Networking Summit* was a major success. Ninety-five percent of the people surveyed rated the presentation of the information and quality of the discussions good or excellent, 98% rated the facility as good or excellent (89% considered the facility excellent), 100% would recommend the summit to a colleague, and 100% of the evaluations received indicated an overall summit rating of good or excellent. As expected, the summit evaluations also contained several suggestions for improvement. These comments were eagerly received by the planning committee and were considered as they discussed ways to replicate successful components as well as ways to improve future summits. Detailed results of the quantitative questions can be found as Appendix B.

Planning for Future Summits

Several weeks following the event, the planning committee members scheduled a post-summit

meeting to interpret all data and discuss the effectiveness of the conference as a whole. This meeting was purposely delayed to allow a period of mature reflection which was essential prior to the appraisal of the one-day event. As expressed by Campbell, Robinson, and Brown, a period of mature reflection must be set aside for those involved in the planning process to celebrate the success of the event and revitalize themselves. Once this occurred, the planning members were able to separate gut reactions from genuine reflection, carefully discuss the relevancy of the summit, and analyze the implications provided from collected data.[10] Based on the analysis of qualitative and quantitative data, as well as observations by the summit planning committee, recommendations included:

• Hold the summit annually

• Extend length of sessions

• Send clearer expectations to facilitators prior to the event

• Continue roundtable format; however, via marketing materials and registration forms, stress that active participation is expected from summit attendees

• Make additional preparation for early arrivers and opening registration rush

• Provide a continental breakfast

• Provide an additional grant session with an overview of the grant writing process, including tips for success

• Invite a well-known author, illustrator, or librarian to serve as luncheon speaker

• Post large informational signs in areas where sessions are being held

• Release faculty and staff of the hosting library from serving as facilitators

• Make available promotional materials, registration information, and summit web page well in advance

• Redesign the evaluation tool
• Schedule additional time to review vendor materials and displays
• Provide backup equipment for facilitators and speakers

Conclusion

Based upon evaluation results, personal comments, telephone calls, electronic correspondences, and letters received from attendees, the initial *Librarian to Librarian Networking Summit* was a successful professional development opportunity for school media personnel. As a result of participating in this summit, attendees collectively gained confidence by establishing networks and knowing that other professionals share similar experiences. Studies indicate school cultures improve when educators commit to professionally share and learn from each other on an ongoing basis; therefore, networking and sharing knowledge among school media personnel is critical.[11] Additional research and assessment conducted by members of the Teaching Resources Center identified an important link between collaboration, networking and the *Librarian to Librarian Networking Summit*. Recognizing the value of this professional development, the Teaching Resources Center at East Carolina University in collaboration with Scholastic Library Publishing realized the need for future summits and are committed to providing them annually.

Appendix A: Summit Evaluation Form

Please take a few minutes to complete this evaluation form. Your thoughtful responses will help us improve the quality of future summits.

1) Please rate presentation of the information and quality of round table discussion.
- ❏ Excellent
- ❏ Good
- ❏ Fair
- ❏ Somewhat Poor
- ❏ Not Applicable

2) Please rate the materials and handouts provided.
- ❏ Excellent
- ❏ Good
- ❏ Fair
- ❏ Somewhat Poor
- ❏ Not Applicable

3) Please rate the facilities.
- ❏ Excellent
- ❏ Good
- ❏ Fair
- ❏ Somewhat Poor
- ❏ Not Applicable

4) Overall, how would you rate this summit?
- ❏ Excellent
- ❏ Good
- ❏ Fair
- ❏ Somewhat Poor
- ❏ Not Applicable

5) Would you recommend this summit to a colleague?
- ❏ Definitely
- ❏ Very Probably
- ❏ Probably
- ❏ Possibly
- ❏ Probably Not
- ❏ Very Probably Not

6) Did the summit meet your expectations?
- ❏ To a Great Extent
- ❏ Somewhat
- ❏ Very Little
- ❏ Not at All

7) Which session did you like most and why?

8) Which session did you like least and why?

9) How can we improve future summits?

10) Please share any ideas for future sessions you may have.

11) Would you be willing to facilitate a session next year? If so, on what topic?

12) Please feel free to share any additional comments.

Appendix B: Summary of Quantitative Evaluation Questions

Please rate presentation of the information and quality of round table discussions.

55%	Excellent
41%	Good
4%	Fair
0%	Somewhat Poor
0%	Poor
0%	Not Applicable

Please rate the materials and handouts provided.

34%	Excellent
48%	Good
11%	Fair
0%	Somewhat Poor
0%	Poor
7%	Not Applicable

Please rate the facilities.

89%	Excellent
9%	Good
2%	Fair
0%	Somewhat Poor
0%	Poor
0%	Not Applicable

Overall, how would you rate this summit?

70 %	Excellent
30%	Good
0%	Fair
0%	Somewhat Poor
0%	Poor
0%	Not Applicable

Would you recommend this summit to a colleague?

73%	Definitely
27%	Very Probable
0%	Probable
0%	Possibly
0%	Probably Not
0%	Very Probably Not

Did the summit meet your expectations?

66%	To a Great Extent
34%	Somewhat
0%	Very Little
0%	Not at All

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Partners with a Vision:

Librarians and Faculty Collaborate to Develop a Library Orientation Program at a Non-traditional Campus

Jo Anne Bryant, Alyssa Martin and Jana Slay

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"The successful acquisition of information literacy or information fluency skills cannot be accomplished by librarians alone. It must be done through partnerships with teaching faculty and other colleagues who play a role in advancing teaching and learning." – Barbara Dewey

Introduction: Creating a Partnership

In Fall 2004, the Chair of the Department of Communication and Fine Arts was charged with customizing the TROY University Orientation course (TROY 1101) curriculum and activities for the Montgomery Campus student population. After talking with the Montgomery Campus library director about the need for including a comprehensive library component, the Chair began working with two librarians to create a library orientation component for TROY 1101, a one-semester hour course that would be required for all new and transfer students effective Fall Semester 2005.

Collaboration: A Definition

Collaboration between academic classroom faculty and the librarians giving the orientations was an integral part of the planning, coordination and implementation of this library component. Both Raspa and Ward (2000, 4) and Cook (2000, 23) quoted P.W. Mattessich and B.R. Monsey's definition of collaboration as a "mutually beneficial and well-designed relationship entered into by two or more [individuals or] organizations to achieve common goals." Cook (2000, 23) defined collaboration as having three basic components: to achieve "common goals," to be supported by a "well-designed" structure,

and to be "mutually beneficial." Raspa and Ward (2000,4,5) made the suggestion that collaboration is not only a "well-designed" relationship, but "collaboration should be an integrated and authentically interpersonal relationship as well" and that "unlike networking and coordination, collaboration is a more pervasive, long-term relationship in which participants recognize common goals and objectives, share more tasks, and participate in extensive planning and implementation."

Literature Review

"…for a campus-wide IL initiative to be successful and enduring, true collaboration, although elusive and difficult to achieve, is an inescapable necessity." – Jordana Shane

New student orientation courses

Boff and Johnson (2002) conducted a nationwide study and found that 86% of first-year programs contain some type of library instruction and 67% require a library component. They also found that 80% of the time a librarian develops the library component and 84% of the time teaches the component. The library component, which usually lasts 1 or 2 hours, typically covers the following topics: databases, the web, and the library catalog. These orientations often include a library tour and/or research assignment.

Reichardt and Campbell (2001) developed a library instruction program for first-year biology students that used a variety of teaching methods including a questionnaire, a PowerPoint presentation, and live demonstrations of catalog and database searching. They found the program to be a success because it was embedded into a course, was delivered consistently, was practical and hands-on, and took into account several learning styles.

Keyser and Lucio (1999) described the creation of a two-day library instruction unit which became a part of a freshman orientation seminar. Short lectures, assignments, and tours were used to introduce new students to the library. Some of Keyser and Lucio's (1999) recommendations included getting to know the course and its contents, finding out who oversees the course and working with that person. They also recommended relating what is covered in the textbook and using some of the class time to work on the assignment so students could ask about items they did not understand.

Relationship with faculty

According to Gilbert (2001, 76), librarian-instructional faculty partnerships exist because the faculty and librarians are both "where the students are." Ivey (2003) recommended effective communication and positive working relationships as essential to the success of collaborative teaching partnerships. She suggested strategies to initiate, develop and sustain these relationships. Ivey (2003) interviewed librarians and academics who taught together and found four behaviors that are essential for successful collaborative partnerships: a shared, understood goal; mutual respect, tolerance and trust; competence for the task at hand by each of the partners; and ongoing communication. In addition, she identified like-mindedness, commitment, enthusiasm and innovation as other important elements for successful collaborative partnerships.

Rader (1998) suggested when building partnerships with faculty, librarians should take into consideration staff, technology, facilities, and time. Librarians should know the faculty and

"understand the curriculum, remember that the faculty's role is central to ensure success, understand the course content…, utilize teams and each team member's competencies, start small with pilot projects, and revise based on evaluation and feedback."

Importance of collaboration

According to Kotter (1999) improvement of relationships between faculty and librarians is key to the survival of librarians and librarianship in academic libraries. Better relations between librarians and classroom faculty result in increased faculty support of librarians, increased usage of library by teaching faculty, and return of the faculty for further collaborative efforts with librarians all of which ultimately benefit the students.

Hardesty and Wright (1982) found the greatest influence on student acquisition of library skills was library instruction. Sanborn (2005) discussed the process of creating a library instruction session and stressed the importance of collaborating with faculty to improve instruction since library instruction is linked to academic success.

Institutional Structure and Student Population

"Library instruction exists both as a function within the library and as a part of the overall mission of the university, college or educational institution" – ACRL IS Research and Scholarship Committee

Troy University

Troy University is a public institution comprised of a network of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional, nontraditional, and emerging electronic formats. Academic programs are supported by a variety of student services which promote the welfare of the individual student. Troy

University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to life-long success through effective teaching, service, creative partnerships, scholarship and research. – **Mission Statement** (Troy University Undergraduate Catalog, 2006-2007).

Troy University was established in 1887 as Troy Normal School, in Troy, Alabama as an institution to train teachers for Alabama's schools. Now a global university with an annual enrollment of over 27,000 students, TROY has four campuses in Alabama (Troy, Dothan, Montgomery and Phenix City) and more than 60 campuses outside Alabama in 17 U.S. states and 11 nations. Troy University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award the Associate, Bachelor's, Master's and Education Specialist degrees.

Montgomery Campus

In the fall of 1966, the Montgomery Campus of Troy University, then called Troy State University in Montgomery (TSUM), was designated a branch campus and was authorized to offer degree programs. In 1983, TSUM was accredited by SACS; it remained a separately accredited campus until Fall 2005 when all Troy University campuses were unified under one SACS accreditation.

Today, the Montgomery Campus offers classes on both Maxwell Air Force Base and Gunter annex as well as the downtown location. The years of 1995-1998 were a period of construction for the downtown location. A university Commons area was created and in 1997 construction began on the Rosa Parks Library and Museum building. In 2000, when the building was completed, the library moved to its present location (White, 2007).

Institutional Alignment

After several years of planning and working to align admission requirements, services,

programs, and curricula, in August 2005, Troy University campuses were unified under one accreditation. According to White (2007), "from that point forward, all locations within the Troy University System would be known as Troy University with one SACS accreditation. This consolidation was done to allow students the ability to take courses and complete their degrees anywhere in the world without losing credit for courses taken at other TROY sites. It was also done to allow for simpler policies, processes and procedures." After this institutional alignment took place, students at the Montgomery Campus were, for the first time, required to complete a one-semester hour orientation course, TROY 1101, University Orientation.

Montgomery Campus Student Population

"Knowing the composition of your population is always the first step in instruction" - Grassian and Kaplowitz

As Grassian & Kaplowitz (2001) mention, it is important to know your learners before designing your instruction program. The undergraduate enrollment at traditional universities is typically comprised of students who enter as freshmen immediately after graduating from high school and who are in their early 20s when they graduate. This is not the case for the Montgomery Campus non-traditional student population. This campus is an evening institution catering to the needs of the adult learner. The typical student works full-time and has family responsibilities.

According to the National Center for Education Statistics (NCES), seven characteristics are typical of non-traditional students (Crissman-Ishler, 2005). These characteristics include: delaying enrollment into postsecondary education, attending school part-time, being financially independent of parents, working full-time while enrolled, having dependents other than a spouse, being a single parent, and lacking a standard high school diploma.

In Fall Semester 2006, the total enrollment at the Montgomery Campus was 4,109. The majority of these were part-time undergraduate students

(51.6%); full-time undergraduate students comprised 34% of the student body. Undergraduate students averaged 27.6 years of age. Eighteen and a half percent of undergraduate students were ages 18-21, and 16.8% were 22-24. The largest enrollment by age (23.7%) was for the group 25-29. Significantly, there were large percentages of more mature undergraduate students: 15.6% were ages 30-34, 11.3% were ages 35-39, 11.1% were ages 40-49, and 2.9% were ages 50-64.

The Montgomery Campus student population is primarily comprised of two ethnic groups: African-American and Caucasian. Fall Semester 2006, 60% of the undergraduates were African-American and 35.2% were Caucasian, but there were also American Indian (0.5%), Asian/Pacific Islander (1.1%), and Hispanic (0.8%) students; 1.7% of the students were of unknown ethnicity. It is also significant to note that females outnumber males; in Fall Semester 2006, 72.5% of the undergraduate population was female. These patterns are typical of the Montgomery Campus annual enrollments (Montgomery Campus Institutional Effectiveness Office, 2006).

Collaboration: Sharing Mutual Goals

TROY 1101 Course Goals

Most Montgomery Campus students take TROY 1101 during in their first semester, so it is essential to provide them with information they need about the services and programs available and with the reference skills they need as college students. The *2006-2007 Troy University Undergraduate Catalog* description for this course states, "The primary purpose of this course is to assist entering students in acquiring the necessary knowledge and skills to manage effectively the Troy University campus environment in order to maximize their potential for success at the University, in their careers, and throughout their lives."

TROY 1101 Library Instruction Goals

The Chair and librarians met on a regular basis to develop goals and objectives for the library

component and to finalize the material that would be included. They knew the majority of TROY 1101 students would not be familiar with the campus library and would not have visited the library or website prior to the TROY 1101 library orientation, so they decided that the primary goal of the orientation would be to increase student knowledge of library services and resources. In order to meet that goal, the TROY 1101 library orientation would have two main objectives: students taking this course would become familiar with the library facility and basic services and students would learn how to navigate the library website.

Collaboration to Create a Well-Designed Structure

Planning and Coordination

The librarians wanted the TROY 1101 library instruction component to be as course-integrated as possible, even though librarians would spend limited class time with students (two consecutive 50 minute class periods). According to Young and Harmony (1999, 29), Francesca Allegri defined course-integrated instruction as meeting at least three of the following four criteria: "1. Faculty outside the library are involved in the design, execution and evaluation of the program, 2. Instruction is directly related to the students' course work and/or assignments, 3. Students are required to participate, and 4. Students' work is graded or credit is received for participation."

The collaboration between librarians and the Chair resulted in the development of a plan to ensure ongoing communication that is required for effective scheduling and coordination. One librarian was elected to serve as the contact person for faculty members teaching the orientation course. As the liaison, this librarian was responsible for obtaining and reviewing the schedule of classes and confirming orientation dates/times with the Chair who also served as program coordinator for TROY 1101. This librarian assigned librarians to work with each class. After verifying that all areas of the library are appropriately staffed during orientations, the librarian then confirmed orientation dates,

locations and times with those teaching the course, and emailed the orientation schedule to everyone involved. In preparation for the orientation, the Chair provided the liaison with a roster for each TROY 1101 section before the orientation.

The Four Components

"Varying your presentation modes and methods in order to reach the maximum number of people in your audience is just good instructional practice" - Grassian & Kaplowitz

The collaboration between librarians and the Chair resulted in the development of four library instruction components to provide uniform delivery of information and consistency of instruction. One component, the Student Reference Guide, is the library portion of the custom published textbook. The second component is a library video tour. The third component is a PowerPoint presentation which reviewed key information in the Student Reference Guide and on the library website. The final component is a mandatory, graded library activity that required students to use both the library's physical holdings and the website.

Rationale for Choosing the Four Components

The four instructional components (Student Reference Guide, video, PowerPoint, and library activity) were developed to address students' varied learning styles and to recognize the importance of time constraints for classes, class size and flexibility of use. According to Grassian and Kaplowitz, (2001, 165), when selecting modes of instruction, one should keep in mind the audience or type of student, purpose of the course, staff available, time constraints for course preparation and delivery, and the facilities available.

A large percentage of TROY 1101 students are non-traditional. Since non-traditional adult learners prefer to start with essential information and want to learn practical, efficient methods of gathering information (Grassian and Kaplowitz 2001, 324), the librarians and Chair decided a hands-on activity was an appropriate instructional method for these students. The library activity was designed to familiarize students with the library and its website as well as cover material discussed in the library portion of the textbook. Many students began the library assignment during their class visit but completed it at home. Knowing how to access a variety of information from the library website was essential because the students did research from home as well as the library.

In addition to the hands-on activity, other components were chosen to appeal to students' varied learning styles. For example, the video and PowerPoint components held the attention of visual learners and enabled them to more easily master the material.

Time constraint was a primary factor in determining instructional methods. The Montgomery Campus offers courses in three time periods each semester: Term A (the first half of the semester/8 weeks), Term B (the second half of the semester/8 weeks), and Term S (the full semester/16 weeks). In 2005-2006, all TROY 1101 sections were offered as resident sections during Term A or Term B. These sections met for 50 minutes twice a week. Because of this time constraint, librarians presented the library orientations during two consecutive classroom visits.

Class size was also a consideration. The library has a limited number of computers available for class instruction; therefore, TROY 1101 sections were capped at 25 students so each student had access to a computer and librarians could more easily instruct and assist students. This activity enabled students to interact with the librarians. This interaction resulted in students being more comfortable asking for help in finding information.

Instructional methods must also accommodate students who are absent for the library instruction. Copies of the video and PowerPoint presentation were kept on reserve in the library so students could view the material presented. Librarians provided a makeup activity for students who were absent. Additionally, librarians were available to provide one-on-one

instruction if needed.

Implementation of the Four Components

The TROY 1101 library component required two consecutive 50 minute classes. During the first class, librarians presented the library video and the PowerPoint presentation. They then distributed and discussed the library activity which was to be completed by the next class period.

Student Reference Guide

Librarians and the Chair collaborated on how the library component would be incorporated in the custom published course textbook – *Essentials for Success at the Montgomery Campus*. The Chair planned the format of the textbook and wrote/edited the material on the university areas and services; the librarians wrote the library portion, the Student Reference Guide. This guide includes basic definitions of library terms, reviews library policies and procedures, discusses the Library of Congress Classification system, and provides many screenshots from the library website to illustrate the use of the online catalog and various databases. The Student Reference Guide has been an excellent resource that students often keep and refer to when they use the library resources or website.

Video Tour of the Library

Librarians wrote the script for the 10 minute video tour of the library which was filmed and edited by the campus audio-video services technician. A faculty member narrated the tour. The video shows student and faculty volunteers interacting with librarians and other library staff to illustrate library procedures and use of library resources. Library book collections, including the library's Rosa Parks Special Collection, are highlighted.

PowerPoint Presentation

Librarians created the PowerPoint presentation (along with input from the Chair) to reinforce material in the Student Reference Guide and to prepare students for the library activity given at the end of class. Like the video, the PowerPoint presentation was purposely kept short (10-15

minutes) to hold the students' interest and was updated and improved each term to keep up with library policy and website changes. The PowerPoint walks students through the library website using screenshots of web pages to illustrate the use of the online catalog and various databases and to visually reinforce textbook content such as library policies and procedures and the Library of Congress Classification system.

Student Activity

The student activity was created by librarians; however, the Chair provided helpful information regarding the format and grading of the activity. The activity consists of a list of written questions that the students began in class and finished after class. Because students knew they would be required to complete the graded activity, they had an incentive to listen and ask questions. The exercise required students to visit several areas in the library, to read the library portion of the textbook and to look up information on the library website. They were also required to use the library catalog and the library databases.

During the next class period, after the activity was turned in to be graded by faculty or librarians, librarians discussed the correct answers with students and addressed any questions they had. (This activity is updated every term and makeup versions are provided for students who are absent.)

Collaboration: The Sharing of Mutual Benefit

According to course evaluations, the TROY 1101 library orientation has been mutually beneficial to both faculty and students. The TROY 1101 instructors completed a brief survey about the effectiveness of the library component. On the Library Instruction Faculty Evaluation Form (see Appendix A), faculty were asked if the content was relevant to the class homework assignment, if it was well-organized, if students were involved, if students' reactions were positive, if they were briefed in advance about what to expect from library instruction, and if the homework assignment was appropriate to the course level/objectives.

In addition to the Library Instruction Faculty Evaluation Form, faculty completed a Video/PowerPoint Evaluation Form (see Appendix A) on which they were asked about the effectiveness of the video and the PowerPoint methods as modes of instruction. Faculty responses indicate they enjoyed both the video and PowerPoint, believed the right amount of information was presented and the information was easy to understand, and thought the video and PowerPoint should continue to be used. Informally, faculty members informed the Chair that they were pleased with the library orientations, had learned new information about the library, and would continue to support librarians by giving feedback and bringing other classes to the library.

Students in some classes were given a pretest/posttest to assess basic library knowledge and comfort level with the library. (Some examples of pretest/posttest questions are found in Appendix B.) According to the pretest/posttest results, the TROY 1101 library orientations were a success with students in terms of increasing their knowledge of the library facility, services and library website. Results show that the two library orientation objectives were met: students taking this course became familiar with the library facility and services and students also learned how to navigate the library website.

Pretest/posttest results show that library knowledge increased. For example, on the pretest, 56% of students knew the name of the Troy University library catalog; on the posttest, 78% answered the question correctly. Seventy-five percent of students knew the loan period for books on the pretest; on the posttest 97% correctly answered the question.

In terms of self-assessment of knowledge, only 12.9% of the students said they knew how to request an Interlibrary Loan before the library orientation; after orientation, 82.6% reported they knew how to do this. Results indicated that 29.3% of students said they knew how to find books on the shelf using the Library of Congress classification system on the pretest while 75.3% said they understood this system on the posttest.

Pretest results indicate that 28.7% of students felt comfortable or somewhat comfortable using the online catalog, while the posttest results reveal 81.5% felt comfortable or somewhat comfortable using the online catalog. On the pretest, 50% of students answered that they felt comfortable using at least one Troy University online database; on the posttest 88.1% felt comfortable.

Like the faculty, students were also given the Video/PowerPoint Evaluation Form that asked about the video and the PowerPoint methods as modes of instruction. Their responses indicate they enjoyed both methods of instruction, believed the right amount of information was presented and was easy to understand, and thought both the video and PowerPoint should continue to be presented.

Collaboration: An "Authentically Interpersonal Relationship"

Perhaps the most important benefit of collaboration has been the feeling of camaraderie that has grown and developed between librarians and faculty. They have formed lasting personal and professional relationships. The librarians involved in teaching the library orientation feel that they have obtained valuable experience developing course material and taking part in curriculum development. For example, they were invited by the Chair to write the library portion of the class textbook and other course material such as the student activity. In the process they have formed positive working relationships with the department chair, including presenting and co-authoring this article.

Conclusion and Future Plans

Collaboration between faculty and librarians has resulted in the successful integration of library instruction in the TROY 1101 course curriculum as it relates to a non-traditional campus. Obtaining and maintaining administrative support and having a clear purpose and objectives have been essential for this successful collaboration. Ongoing communication between and among the Chair, faculty and librarians has provided multiple opportunities to discuss the instructional methods and materials. Feedback

from faculty and students has enabled the librarians to refine what has become a key part of the required one-semester hour University Orientation course: the library orientation component.

Future plans include adding a virtual tour on the library website. The PowerPoint presentation and library activity continue to evolve. A revised edition of the textbook will be released in summer 2007 which includes an updated library section.

The effort that resulted in the creation of the TROY 1101 library orientation component truly fits the definition of collaboration: sharing mutual goals, having a well-designed structure and having mutual benefits. The Montgomery Campus collaboration has evolved into a long-term relationship – a partnership between librarians and faculty who have a vision and a shared passion for teaching students.

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Library Instruction Faculty Evaluation Form

Please circle only one answer per question.

1. The session's content was relevant to the class homework assignment.

Strongly Agree   Agree   Neutral/Undecided   Disagree   Strongly Disagree

2. The session was well organized.

Strongly Agree   Agree   Neutral/Undecided   Disagree   Strongly Disagree

3. The students were involved during the library instruction session.

Strongly Agree   Agree   Neutral/Undecided   Disagree   Strongly Disagree

4. The students' reactions to the instruction session were positive.

Strongly Agree   Agree   Neutral/Undecided   Disagree   Strongly Disagree

5. Students were briefed in advance about what to expect from library instruction.

Strongly Agree   Agree   Neutral/Undecided   Disagree   Strongly Disagree

6. The homework assignment was appropriate to the course level and objectives.

Strongly Agree   Agree   Neutral/Undecided   Disagree   Strongly Disagree

7. Do you have any suggestions for improving the library instruction session?

Video/PowerPoint Evaluation Form (given both to faculty and to students)

Please circle only one answer for each question.

VIDEO

1. Did you enjoy the video?

a. I hated it   b. It was o.k   c. I liked it   d. I loved it

2. How much information was presented in the video?

a. Not enough   b. Right amount   c. Too much

3. How easy was it to understand the information presented in the video?

a. Difficult   b. It was o.k.   c. Easy   d. Very easy

4. Do you think that Troy 1101 classes should continue to be shown this video?

a. Definitely should not   b. Maybe   c. Definitely should   d. Don't care either way

POWERPOINT

1. Did you enjoy the PowerPoint presentation?

a. I hated it   b. It was ok   c. I liked it   d. I loved it

2. How much information was presented in the PowerPoint presentation?

a. Not enough   b. Right amount   c. Too much

3. How easy was it to understand the information presented in the PowerPoint presentation?

a. Difficult   b. It was ok   c. Easy   d. Very easy

4. Do you think that TROY 1101 classes should continue to be shown this PowerPoint presentation?

a. Definitely should not   b. Maybe   c. Definitely should   d. Don't care either way

Appendix B

TROY 1101 Pretest/Posttest Questionnaire (sample questions)

Library Knowledge

1. The Troy University library catalog is called _____.

a. MHEC   b. WebCat   c. Reavis   d. SHRM

2. The regular loan period for books in the Troy University Rosa Parks Library general book collection is _____.

a. One week   b. Two weeks   c. Three weeks   d. Four weeks

Self-Assessment of Knowledge

1. I know how to request an Interlibrary Loan

a. Yes   b. Not sure   c. No   d. Never heard of the term "Interlibrary Loan"

2. I understand how to find books on the shelf in a library using the Library of Congress classification system

a. Yes   b. Not sure   c. No   d. Never heard of this system

Self-Assessment of Comfort Level

1. I feel comfortable using the Troy University library catalog to find books and other material.

a. Yes   b. Somewhat   c. No   d. Never used

2. I feel comfortable using at least one Troy University online database.

a. Yes   b. Somewhat   c. No   d. Never used

Translating the Libraries:

A Multilingual Information Page for International Students

Jennifer McClure and Mangala Krishnamurthy

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University libraries have long recognized the special needs of international students on campus, but have struggled to find the best ways to bridge the cultural and linguistic barriers and thereby demystify the library experience. The University of Alabama's online Information Page for International Students (http://www.lib.ua.edu/international/), which was first mounted on the Libraries' website in 2004, was an attempt to meet this need; however, only when the page was translated into Spanish and Chinese, two of the campus's most prominent languages, did the advantages of library information in students' native languages become fully apparent.*

Introduction

The challenges to international students from non-English-speaking countries are daunting. In addition to the obvious language barriers, most international students have little experience with American-style college and university libraries. Researchers have observed international students' difficulties with concepts such as open stacks, self-service, and even the concept of reference help (Liu 1993). Others have noted the paucity of library instruction in other countries; international students' tendency to think of libraries as mere study halls or repositories rather than active research centers; and the prevalence of library anxiety among international students

(Gilton 1994; Sibgatullina and Lechner 1998; Jiao and Onwuegbuzie 2001). Hoping to open communication, some authors have focused on cultural differences, urging librarians to recognize international students' shyness and reluctance to ask for help (Natowitz 1995) and to become sensitive to the importance of gestures, authority roles, and appropriate conversation (Sarkodie-Mensah 1992; Lin 1994; Moeckel and Presnell, 1995a).

To remedy the situation, librarians have tested many creative approaches, from instruction sessions and tours designed specifically for international students to collaboration with faculty and ESL instructors (Kamhi-Stein and Stein 1998; Conteh-Morgan 2002) and instruction programs and materials in the students' native languages (Liestman & Wu 1990; Spanfelner 1991; Liu 1993; Downing and Klein 2001; Chau 2002/2003). Confronted with a large international population served in multiple campus libraries, two University of Alabama librarians hoped to learn from the experiences of others and create a more welcoming environment for international students.

Background

The University of Alabama (UA) is located in Tuscaloosa, a city of 81,000, located approximately fifty miles from Birmingham. Tuscaloosa's sister cities, Narashino, Japan, and Schorndorf, Germany, reflect the presence of two major international industries in the area: the Japanese electronics producer JVC and the German/American automobile company

Daimler-Chrysler. These companies contribute both to the international population and to international awareness in the city. When the Libraries' international outreach project began in 2003, the university's student population of 19,828 students included 881 international students (4.4%), representing 86 countries. Like most American university campuses, UA experienced a drop in international enrollment following the terrorist attacks of September 11, 2001. After four years of declining international enrollment, however, the September 2006 enrollment showed a 10% increase over the previous fall, though numbers still have not reached pre-2001 levels (Jones 2006).

Several years before the international outreach project began, the Libraries had designated a librarian to serve as a liaison to the international community on campus. This individual was responsible for facilitating communication with the international students and for promoting library instruction to that population. The Libraries had traditionally provided tours, orientations, and bibliographic instruction sessions for international students, but it soon became apparent that the Libraries needed to establish a more sustained presence among the international students on campus.

Working as a team and representing two of the campus's five main libraries, the authors decided to complement the personal, face-to-face nature of past interactions with a Web presence that could reach large numbers of students, in the library or elsewhere, at any time of day or night. A survey of international student pages on other American college and university library sites suggested two models. Some of these pages served as virtual library tours, offering an online orientation to the library building and its service points, but providing little instruction in the use of the library. Baruch College Library's Virtual Tour (http://newman.baruch.cuny.edu/help/virtualtour.html) for international students, available in nine languages, is an outstanding example of this approach (Downing and Klein 2001). Others websites, more analogous to an instruction session than to a tour, attempted to provide substantive information about collections, databases, services, and issues of particular interest to international students. One excellent example of this approach, the international students' page at New York University's Bobst Library (http://library.nyu.edu/services/international.html), initially inspired our own page.

Since the UA library system comprises five separate libraries, a virtual tour seemed neither practical nor helpful. Furthermore, we felt that a substantive page would provide more lasting help to students whose reading skills often surpass their speaking and comprehension skills. An analysis of virtual reference transactions from the first year of the UA Libraries' online chat service revealed that approximately 10% of questions came from international students, even though they represented less than 5% of the student population, a statistic indicating that some international students are perhaps more comfortable in the written environment of virtual reference than in the oral realm of the reference desk. It was this population that we hoped to target with our information page.

While we anticipated that most often the page would be accessed directly by the international students, we also hoped that it would supply written support for the librarians, staff, and students working at the reference desk. At times when oral communication fails because of language difficulties, written instructions for finding a book or accessing the databases might bridge the language barrier and restore communication.

Phase I: Designing the International Students Page

Having selected our format, the next task was to identify the information we wanted to include on the page. The campus's Capstone International Center already had an excellent page for international students with information on immigration, admissions, campus news, and more. In the few cases where our purposes seemed to overlap, we chose simply to link to information on the Capstone page rather than to repeat it and cloud our already ambitious scheme.

While we hoped to provide material of specific interest to international students, such as information about our foreign-language collections or the international television programming available in the library, we also recognized the need to explain general library services. The outline for the page (http://www.lib.ua.edu/international/) therefore includes both basic services and services targeted to the international community:

• Libraries' Liaison for International Students
• The University Libraries
• Libraries' Floor Plans
• Library Terminology
• Locating Library Material
• Library Services
• Scholarships and Financial Assistance for International Students
• Student Employment
• Writing Assistance and Study Skills
• Some Useful Links
• Questions and Comments

The specifically international content is scattered throughout the guide. The section on Library Terminology includes links to the ALA/ACRL multilingual glossary of library terms (http://www.ala.org/ala/acrlbucket/is/publicationsacrl/multilingual.htm), while the section on Locating Library Material includes general information on books, articles, and dissertations, but also on foreign-language books, periodicals, and newspapers. Liberally scattered throughout the guide are links to other library and campus Web pages (e.g., the Writing Center and the Student Employment Office) and to Internet pages that complement the Libraries' collections (e.g., international newspaper sites and foreign-language dictionary sites). By using the links, we were able to include large amounts of information on a brief and simple page.

The English-language version of the page went live in the spring of 2003. We publicized it on the Libraries' website, in the student newspaper, and by emails to various campus lists, including the International Students Association. A counter on the page, which allowed us to monitor page hits,

showed heaviest use in the early weeks of the term but also during the summer months after we first mounted this page. This unexpected summer spike in use was likely related to various international recruiting efforts underway during that summer. University representatives visited India, China, Taiwan, and Mexico, and the Libraries' newly minted information page for international students may have served as an unintentional recruiting tool.

Phase II: The Translation

Although response to the page was positive and the counter showed steady use, we felt that we were missing an opportunity. The same page, translated into our students' native languages, not only would improve communications, but also would demonstrate the cultural respect and neutrality that we hoped to achieve, especially in the wake of September 11 and the subsequent decline in international enrollment on our campus. With almost 900 international students on campus, many with advanced language skills, a translation project seemed feasible.

As a pilot project, we decided to translate the page into Chinese and Spanish, the two languages most heavily represented among UA's graduate students. In planning the project, we identified several concerns:

• We wanted to use international student translators in order to reinforce a sense of community and ownership of the page.

• Though several students volunteered to serve as translators, we wanted to pay our students. The Libraries on campus are committed employers of international students. In addition to helping out students whose visa restrictions often prohibit them from working off campus, we consider our international student workers to be ambassadors for the Libraries to the international community on campus. Their very presence as employees in the Libraries helps to break down both the cultural and linguistic barriers that we strive to overcome.

• We wanted high-quality translations, yet neither of us had the necessary language skills to assess the quality of the translators' work.

• We needed to be able to update the information on the page after the translators had completed their work.

Clearly we would need funds for the project, and we would need to enlist the help of others on campus.

To fund the project, we applied for and received an Innovation Grant for $1,600 from the UA Libraries. These small in-house grants are designed to promote "the creation and development of forward-looking projects." We anticipated that the project would require approximately 40 hours of work for each language; with $1,600 we could pay our students $15 per hour. The period of the grant extended from October 2005 through May 2006.

For the quality-control and the ongoing support, we turned to our faculty for help: a professor of Spanish from Guatemala, and a professor of Geography from China. Both agreed to help us with recruitment of the translators, to review the translations for quality, and to assist with updates to the page in the future. Their expertise and enthusiasm for the project were instrumental throughout.

We advertised the positions on various international student email lists, through the English Language Institute, and through the language departments. With many applicants to choose from, we hired a library student from China and a Spanish literature Ph.D. student from Panama, both of whom had translation experience. Before turning them loose to produce the translations, we met with them individually to make sure that they fully understood the contents of the page. Howze and Moore (2003) have documented the disparity between international students' perceived comprehension of library terms and their actual comprehension. Since our faculty consultants were not librarians and could not be expected to read for content, it was our duty to confirm that the translators fully understood the document and could reproduce it accurately.

Our faculty consultants reviewed the translations and in each case made only minor revisions. We were lucky to find two talented translators and

two generous faculty consultants. Once the translations were mounted on the Libraries' website, we again advertised the pages via email, newspaper, and the Libraries' website. Since the student population is always changing, we plan to send announcements about the page to the international students list at the beginning of each term. In addition, the Capstone International Center's Web page includes a prominent link to the Libraries' International Students Page.

Conclusion

The Libraries' Information Page for International Students has clearly met a need, permitting us to reach large numbers of students in a systematic way. While the translated pages serve only a portion of the campus's international students, we hope to add other languages in the future in order to expand the reach of the program. To meet the specific needs of the UA campus, other Asian languages would be the most useful additions. Response from the international community has been positive, and the pages continue to experience steady use.

We believe, however, that these pages will be most effective in the context of a larger program of outreach efforts. To maintain the human face that is inevitably absent from any Web page, the Libraries have continued to emphasize more personal encounters with international students:

• Each term the Libraries sponsor one of the Capstone International Center's weekly coffee hours for international students, providing librarians an opportunity to meet with students in a casual setting.

• The Libraries maintain two televisions with programming in Mandarin, Japanese, and South Asian languages, as well as international soccer programming.

• The Libraries' liaison for international students meets with students at the university's orientation session for international students at the beginning of each academic year; following these sessions, each library offers tours specifically for international students.

- The Libraries routinely provide bibliographic instruction to ESL classes and to the international sections of the University's English composition classes.

- International scholars and artists are frequently featured in the Libraries' lecture series.

- The Libraries mount periodic exhibits featuring international collections and programs.

On the surface, the translation phase of this project offered only a small service to a small number of students, but it also provided many intangible benefits to the Libraries. As a collaborative effort, it strengthened ties between the Libraries and many other units on campus: the International Center, the departments of our faculty consultants, the international recruiting teams, and the university administration that supported our efforts. More importantly, it opened lines of communication with the international community and created a sense of camaraderie and cooperation that can only come from a collaborative project.

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BACK TO THE STONE AGE:

How Clemson's Architecture Library Built a Builders' Sample Collection

Gypsey Teague and Kathryn Wesley with photos by Susan Long

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Libraries are no longer bound by print and paper. In this digital age, where Library 2.0 is a buzzword among the academic librarians, online resources are increasingly becoming the norm. How, then, do librarians serve students of construction, landscape architecture, and architecture, and provide them with hands-on examples of materials they will encounter once they graduate, when most databases represent these products only in the form of online images? This was one of the problems faced by the Gunnin Architecture Library at Clemson University when a new Master's program in Landscape Architecture was initiated two years ago.

The Gunnin Architecture Library supports undergraduate programs in Landscape Architecture, Architecture, Art, and Construction Science, graduate programs in Architecture, Landscape Architecture, Art, Real Estate Development, Construction Science, and Regional and City Planning, and two Ph.D programs, one in Environmental Design and the other in Rhetorics, Communication, and Information Design. With over 900 students enrolled per semester, there developed a need for a collection of products that students could examine before calling them out in designs and projects.

This collection began with a single brick left in the library by a student. The assignment had been to find and show a product that would be used in the design of a playground. In addition to the aforementioned brick, students also brought bags of mulch, river rocks, pieces of tire, and various other materials to class. After the assignment was over, the student left the brick in the library on one of the tables downstairs among the stacks. From there, it migrated to the main

floor to serve as a door stop. It eventually ended up on a desk as a large paperweight.

That brick became the inspiration for a larger and more complex collection of tactile materials. Discussions among library staff and faculty led to the idea that there were many examples of bricks, glass, and tiles used in the industry that such examples would be beneficial to have on hand. Further, there was an array of materials from metal signage to edging, as well as row upon row of building materials catalogs in both print and CD formats.

After some investigation, it was found that a few other universities had similar collections. Some circulated materials, others did not. The Materials Lab at the University of Texas @ Austin has over 12,000 samples, which their circulation staff report are used extensively. Another library with a building materials collection is Platte University in New York City. Both libraries serve the general public as well and their university communities.

The staff next faced the question of how to acquire materials for the collection. The 2005 national conference of the American Society of Landscape Architects (ASLA) presented the answer. Exhibitors at any conference, whether ASLA, ALA, or Star Trek, are willing to provide, at minimum, a catalog and price list. In the case of landscape architecture and construction science product providers, they are also generally eager to send samples of all their products. By the end of the three-day event, requests for samples had been given to more than 500 vendors. Vendors were told that their materials were to be used by students in the studio and on actual job sites and were asked for their most

extensive sample packs. The vendors proved enthusiastic, and samples began arriving two weeks later, at times by the bin full. Eventually, almost 300 representative samples sat in boxes and on the floor in the Architecture Library's media and equipment room.

Once those first folders, binders, samples, CDs, and other items were in some initial semblance of order, the staff met to decide what type of system for cataloging and retrieval should be used. First, a searchable database was created with Microsoft Access using the Construction Specifications Institute Master Format 50 subject headings. These 50 categories apply to anything from concrete to transportation and identify the products or services by group (either Procurement and Contracting or Specifications), subgroup (General Requirements, Facility Construction, Facility Services, Site and Infrastructure, or Process Equipment), and finally, division. Clemson chose CSI MF 50 because it is used throughout the construction and design professions, and staff thought that a subject scheme standard to the industry would enhance the usefulness of the database.

During the first year, 285 vendor packets were received, cataloged, and placed on the shelves. The materials database soon began to have an impact on the quality of student projects. The ability to touch and experience a product first-hand helps students appreciate the nuances of different types of stone, concrete, recycled plastics, and artificial turfs. Their designs have begun to show a marked improvement in quality of products, and they are able to create better specification sheets because the product books are in the library.

Technical innovations at the next year's ASLA Conference in Minneapolis made sample collection easier. Conference cards were equipped with magnetic strips, and conventioneers were able to swipe the cards if they wanted information sent to them. After the conference, over 700 additional samples were received by staff at the Architecture Library. The

collection continues to grow as faculty receive samples from vendors and send back specification books from meetings they have with individual suppliers.

The staff fully realized the significance of the collection when a student was preparing a patio design in "true red" pavers. In the catalog, these pavers were such a deep red as to be almost maroon in color. The student was planning to use pyracantha coccinea as a background planting. The dark green leaves and bright orange berries had a striking effect as a background to the red pavers as pictured in the catalog. However, the color of the physical paver was an orange-hued maroon. When held up against the orange berries, the true color of the paver washed out the effect of the berries and was totally inappropriate. If the student had not been able to look at the color of the sample pavers and berries together, she would have recommended a design that would have failed miserably.

While much of library service is evolving toward the digital, this collection continues to remain and grow in the physical. Therefore, there is still the problem of the space required to house such an extensive collection. The collection has grown from three shelves at one corner of the main floor to an entire wall; however, the positive reaction from the students has more than made up for the limitations placed on the space. The library has had to designate an area for items too heavy or awkward to be placed on shelves, such as concrete blocks, brass grating, or six-foot lengths of edging. The staff has also created a CD/DVD library for those manuals and documents that are included digitally.

All these initial problems have finally been resolved. Gunnin Architecture Library is now on its way to creating a comprehensive design collection of materials that will, in the opinion of our students and faculty, give a better understanding of what's out there in the product marketplace for the benefit of themselves and their clients.

Screen shot of the database showing Vendor Information

Window Display for the Unveiling of the Collection

Kathleen Lilly (L) and Amy Cook (R) discuss options for a driveway and sidewalk

Virtual Reference Service in Southeastern Academic Libraries:

A Study of Availability

David L DeHart and Ann Viles

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Academic libraries are experiencing a gradual decline in the number of reference transactions. In a recent compilation of statistics for members of the Association of Research Libraries, for example, the median numbers of reference transactions reported fell from 134,944 in 1998 to 66,300 in 2005, an average drop of 4.6% per year (Kyrillidou and Young 2006). Traditional reference transactions still greatly outnumber virtual transactions in most libraries, but there is some speculation that virtual reference will overtake traditional reference in the near future. In an attempt to establish a baseline for the availability of virtual reference services in Southeastern academic libraries, the authors browsed the web sites for 1,126 academic libraries and recorded the locations of links to AskALibrarian services, chat reference, and instant messaging during the summer and fall of 2006. The results are a snapshot of virtual reference in the region.

History of AskA Reference Services

The earliest efforts to provide asynchronous virtual reference services were e-mail-based. One of these was the Electronic Access to Reference Services (EARS) launched by the University of Maryland Health Services Library in Baltimore in 1984. In that same year, the University of Washington Health Services Library in Seattle began a service using the university's e-mail system that allowed patrons to submit requests for holds, interlibrary loans, online searches, renewals, etc. In 1987 the Indiana University Libraries began offering e-mail access through their LIRN (Libraries Information and Reference Network), a menu-driven system that was part of the campus-wide information system. The reference queries generated by these pioneer efforts in virtual reference service were generally very low (Still and Campbell 1993).

The introduction of AskA virtual reference services can be traced to 1992 when AskERIC was launched at Syracuse University as a project of the ERIC Clearinghouse on Information and Technology. As an Internet-based service, AskERIC offered human-mediated reference service through its replies to educators' e-mail queries and the provision of a web site containing a wealth of ready to use online resources. Though AskERIC ceased operation in December 2003, this groundbreaking service experienced exponential growth over its 11-year history in both the number of questions submitted and the number of hits on the AskERIC web site. Following AskERIC's debut, a host of library AskA reference services were introduced in response to burgeoning Internet access and the ever-increasing availability of online resources. Throughout the 1990s these services were predominately asynchronous and users submitted reference queries via e-mail or web-based forms.

Today many libraries provide access to their virtual and other patron-librarian interfaces through an AskA link on their web homepage. Such links typically enable users to connect to a second-level page that offers multiple options for obtaining reference service, from the more traditional forms of assistance to those requiring a computer interface including e-mail, web-based chat and Instant Messaging (IM).

History of Chat Reference Services

From an historical perspective, academic libraries' earliest use of chat reference began in the late 1990s and was based on the chat software that had been successfully used in e-commerce applications for customer service call centers (Sloan 2001). A SPEC survey of ARL member libraries in the summer of 2002 revealed that very few of these libraries were offering any type of chat reference service prior to 2000. However, there has been a significant increase in the number of libraries offering such services in the past few years (Ronan and Turner 2002).

The two most prevalent forms of chat reference service currently being offered by academic libraries are web-based chat and Instant Messaging (IM). Though both are types of synchronous electronic messaging, a key distinction is in the type of communication channel each follows. With web-based chat, when the user clicks on a link or icon to access the library's chat service, the software opens a chat window on a web page, allowing users to exchange messages with a librarian, and those messages are routed through web servers. IM chat, on the other hand, requires downloading special client software onto both user and librarian computers. Communication through IM programs is faster because the messaging session is conducted through a direct connection between the librarian and the user that bypasses web server routing. Web-based chat typically offers features such as co-browsing, web page and document pushing, pre-configured scripts, session transcripts, and statistical reporting that are not available with IM programs. Web-based chat applications are commercial products that will likely require costly licensing fees, and many libraries offering web-based chat are doing so in collaborative arrangements with other libraries to mitigate costs and extend the hours the service is available. Conversely, most IM client applications are free, allowing both users and the library to download them without cost (Houghton and Schmidt 2005).

In 2001 Francoeur identified web-based chat as the category of chat generating the greatest interest among librarians. He further noted that six of eight chat reference consortia reported using Web-based chat compared to two using IM software (Francoeur 2001). The 2002 SPEC survey referenced earlier also indicates that most libraries offering chat reference use the feature-rich software associated with web-based services, however, libraries' use of IM to deliver chat reference seems to be gaining momentum.

Text Messaging aka SMS (Short Messaging Service)

With access to mobile phones now being almost universal among the college student population (Student Monitor 2005), yet another tool for providing digital reference service is beginning to emerge. This form of asynchronous service known as SMS (Short Message Service) involves the sending of queries as text messages from library users' mobile phones to a library phone number dedicated for this mode of reference service. User-generated text messages are converted by special communications software to e-mail and then routed to a designated e-mail account for a librarian to respond. The software converts the librarian's e-mail reply to a text message that is routed back to the user's mobile phone (Altarama 2006).

While current use of SMS is very limited in the U.S., its application internationally has been much broader (Giles and Grey-Smith 2005). Some of the advantages of SMS include its social acceptance given students' ready access to mobile phones and their familiarity with text messaging communication, its appeal for students having spoken language difficulties, and the ease of implementation and training for reference staff who are already capable of handling e-mail reference queries. Limitations of SMS as a viable digital reference option include a technology-imposed limit of 160 characters per text message, the availability of synchronous reference services (in-person visits to the reference desk, telephone calls, IM and chat) that can respond more readily to users' queries, and the "text-only" nature of the medium.

Methodology

During the period of July-November 2006, the authors searched the library web sites of 1,126 degree-granting institutions in the Southeast for links to virtual reference services. The list of libraries was obtained from the National Center for Education Statistics (NCES) "Data from Academic Libraries Survey Fiscal Year: 2004" web site. NCES defines an academic library as a "library associated with a degree-granting institution of higher education. Academic libraries are identified by the post-secondary institution of which they are a part." The database was queried for the names of libraries from the following states: Alabama, Arkansas, District of Columbia, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Results

Links to virtual reference service in any format were located on the web sites of 565 or 50 percent of the academic libraries in the Southeast. This figure is lower than 680 libraries or 60 percent, who indicated on the NCES survey that library reference service was provided by e-mail or the web during 2003-04. Some of the difference in the percentage of virtual reference links located in this study and the percentage reported in the 2004 NCES report may be due to the unavailability of public access to the library web sites of some private institutions. Three states in the Southeast and the District of Columbia provided links to virtual reference

service on the web sites of more than 60 percent of their academic libraries—Maryland (67%), Mississippi (63%), Virginia (61%), and the District of Columbia (61%)
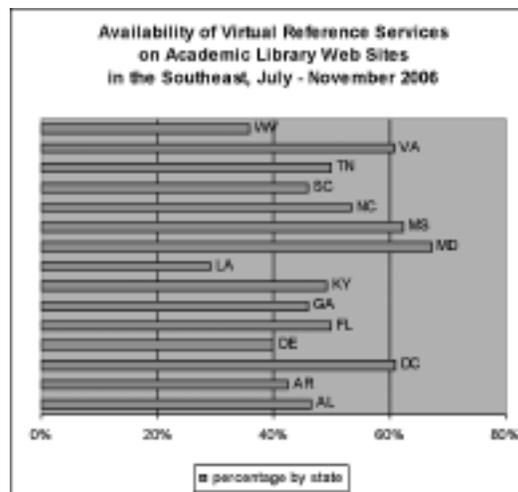
Almost all of the institutions in the Southeast which are classified in the Carnegie NCES 2004 data as "Doctorate/Research Universities-Extensive" provide links to virtual reference services on their library web sites, as do more than three-fourths of the institutions classified as "Doctoral/Research Universities-Intensive," "Master's Colleges and Universities I," and "Master's Colleges and Universities II." Baccalaureate colleges awarding more than half their degrees in liberal arts are less likely to offer virtual reference services on their library web sites (57%) than the baccalaureate colleges awarding less than half their degrees in liberal arts (73%). "Baccalaureate/Associate's

Colleges," institutions predominantly offering associate's degrees and certificate programs but also awarding at least 10% of their degrees at the baccalaureate level, were found to provide virtual reference links on 64% of their library web sites, while "Associate's Colleges," institutions predominantly offering associate's degrees and certificate programs and almost no baccalaureate degrees, were found to provide virtual reference links on 44% of the sites. The data for specialized institutions, such as theological seminaries, medical schools, and business schools, have been combined in this study and show that only 27% of these institutions are likely to include virtual reference links on their library web sites.

Availability of Virtual Reference Services on Academic Library Web Sites in the Southeast, July - November 2006

Percentage by Carnegie Classification Code NCES 2004
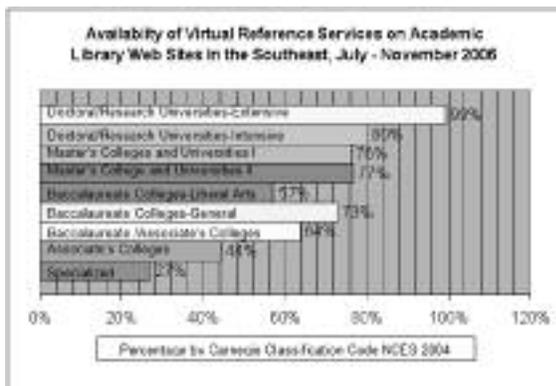
Of the 565 library web sites found in this study to have virtual reference service links, 65 percent provided links to AskALibrarian or similarly-named forms and 28 percent provided links to generic e-mail addresses. Chat reference service was available in 32 percent of the library sites providing virtual reference; instant messaging (IM) in less than 8.5 percent. Chat and IM occurred most frequently as additional options to AskALibrarian e-mail or forms. Six libraries offered only IM, and forty-six only chat. More than 73 percent of the libraries providing links to chat reference participate in a chat consortium. Only one library was found to include a link to text message a librarian.

Of the 183 libraries that provide chat reference services, 134 or 73 percent participate in a consortium. The following consortiums were found to be most frequently used: Association of Jesuit Colleges and Universities, Florida Ask a Librarian Service, Maryland AskUsNow!, Mississippi Electronic Libraries Online (MELO), NCKnows, Virginia Community College System LRC Live, and the Technical Colleges of South Carolina.

Summary

Almost a quarter of a century has passed since a small number of academic libraries initiated the delivery of reference services through electronic means. As library collections and information resources have become more digital, so has the need for providing virtual reference services become more pronounced. The aim of this study has been to identify and articulate the extent and nature of virtual reference services in Southeastern academic libraries. Through a search of over 1100 academic library web sites, it was discovered that half of those libraries offer some form(s) of virtual reference service and the preferred means for steering library patrons to those services is an AskALibrarian link on the library's web site. It was also noted that web-based chat and Instant Messaging are the two most common forms of synchronous virtual reference and one or both were identified in approximately 40 percent of the academic library web sites offering virtual reference service. Most of the libraries providing web-based chat do so as members of chat consortiums. While the data clearly indicate that the presence of virtual reference service has transcended being a novelty adopted by a few avant-garde libraries, it is less certain how this presence will evolve in the years to come. To this end, it is believed that this study establishes a baseline for future availability investigation.

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Interlibrary Loan of Media Materials—

The Tennessee Tech Volpe Library Experience:

A Model for Change

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The sending of media materials via interlibrary loan is a practice in the library world that is fraught with controversy. On the one hand, the American Library Association's *Guidelines for the Interlibrary Loan of Audiovisual Formats* makes a clear case for sharing audiovisual material in all formats. According to the guidelines:

> 1.1 Audiovisual materials should be lent to other libraries and agencies as freely as possible and in a manner that insures that they are protected from loss and damage.

> 1.2 The library or agency that lends the material can decide whether or not to loan the requested item, but the decision should be based on an item by item basis and not restricted by broad categories (e.g. time in the collection, format, date of the production, price, etc.)[1]

The reality, on the other hand, is more in line with the statement posted by the University of Oregon Libraries on their Interlibrary Loan webpage.

> Most libraries will not lend their media materials. If the material you need is available at the local library or at nearby video rental stores, you can probably obtain it there much more quickly than through Interlibrary Loan. However, we are always willing to try to obtain media, and have an approximately 10% success rate.[2]

In some instances libraries have adopted halfway reciprocal measures. They will loan only to those institutions that will also lend to them, or who are members of a regional or consortial system. While resources are being shared somewhat under these policies, they are still not in compliance with ALA Guidelines. An examination of several randomly selected libraries in the southeastern region revealed policies that ranged from generous to restrictive. Two libraries in Kentucky, Berea College's Hutchins Library[3] and the University of Kentucky's William T. Young Library[4] actually make reference to the ILL guidelines of the American Library Association in their policy statements.

Far more common, however, are restrictive statements such as the University of North Carolina at Chapel Hill's policy that videos, CDs, DVDs are non-circulating;[5] the University of Tennessee's blanket restriction that "A/V materials (videos, CDs, etc.) and many special collections materials are Non-Circulating;"[6] or the University of Georgia's inclusion of audiovisual materials in the category of "material which generally does not circulate."[7] The Jessie Ball DuPont Library, University of the South, points out that because "Many libraries do not loan these forms of materials and because of the time and extra effort involved in locating a library which will loan them, there is a limit of two per semester for students for class use or research. There is no limit for faculty."[8] Vanderbilt University's Jean and Alexander Heard Library loans videos with restrictions, while the web pages of others simply make no mention of their policy about ILL of audiovisual materials.

As borrowers, on the other hand, university

libraries aim high. North Carolina State University vows it "will attempt to obtain any type of library material"[9] The University of Georgia Libraries also promised to "attempt to borrow most anything you need."[10] The later statement is most perplexing in view of the library's policy against loaning *their* materials.

How then can the disconnect between what libraries are willing to do for their own patrons and what they are willing to share with outsider patrons be explained? The question of whether or not to loan periodically arises on the Video Librarian discussion list. Gary Handman, of the University of California Berkeley, has argued most cogently for a restrictive policy:

The bottom line for most academic library video collections, however, is that

1. Most oftentimes we're there first and foremost to support curricula

2. We often only have single copies of titles in the collection

3. Outside of features, many of the titles in the collection are expensive and/or rare (or at least difficult to replace)

4. Feature titles (and none feature, too —thank you very much PBS) seem to be going out of distribution at an alarmingly rapid rate...no DVD in sight.

4 [sic]. Faculty are pathologically incapable in most cases of reserving materials in advance.

In light of the above, a liberal ILL policy runs the very definite risk of taking stuff needed for classroom showing or for use by classes out of circulation.[11]

Barb Bergman, Media Services Librarian Minnesota State University-Mankato, presented the case for sharing in the following response:

We've had a very good experience in allowing the ILL of the video collection. Our patrons have benefited greatly, consistently borrowing 2-to-1 compared to the number of videos we lend… I

allow the lending of any title not booked for use during the emester… We just list ILL as yet another reason to book ahead. I find the pathological inability (as Gary described the syndrome) to book videos in advance puzzling. It's not like booking AV is a new concept. Everyone remember the days of requesting the film, the film projector, and perhaps a tech to set it up? … Don't worry about how much a video cost. ILL doesn't deny loans because a book cost too much. ILL custom is that if something happens to a borrowed item, the borrower pays.[12]

While it would be easiest to explain the variations in policy to the vagaries of human nature, this is a complex problem without a straightforward answer. In the beginning of media librarianship, videotapes and the equipment to play them were indeed very expensive. Media materials are more physically vulnerable to damage than print materials, while the problem of out-of-print titles is of course endemic to all segments of the publishing industry. While it is undeniable that academic libraries do have a unique mission to support the curricula of their parent institutions, this paper hopes to suggest that perhaps it is time to reconsider restrictive policies about loaning media materials. Perhaps there is a way to continue to support academic curricula and at the same time share media resources.

Tennessee Technological University's Angelo and Jennette Volpe Library, like many academic libraries, had a policy against loaning audiovisual material. In January 2002 Volpe Library's Interlibrary Loan Office received a request from a university in South Dakota that tested our policy. This university asked to borrow our VHS copy of *Reproductive Behavior of the Brook Trout, Salvelinus Fontinali.* According to the online catalog record, this 1971 video had not circulated in the past ten years, so there seemed to be no justification for refusing the request. Why not let it go to another library? Loaning this VHS tape was the first step in what would become a pilot program involving the loaning of media materials and the statistical evaluation of the resulting data. The Library Media Center

decided to loan audiovisual materials on a case-by-case basis and as accurately as possible track the results statistically. Eventually the pilot program led to a change in the library's policy about loaning media and in the library's ILL-OCLC lender's profile in July 2003.

In establishing the pilot program, the Media Center, following ALA guidelines, decided to neither loan fragile materials, such as phonograph records, materials with restrictive license agreements, nor would it loan materials known to be heavily used by Tech's students or placed on reserve by faculty. In addition to the reserve media option, the Center's advanced booking system allows faculty and students to insure materials will be available on a specific future date. Materials with advanced bookings are not loaned.

We were especially interested in tracking the following data categories: how long was material borrowed? Who was borrowing? What materials were being borrowed?

The first six months of the experiment were a genuine learning experience with the Media Center having to create procedures from whole cloth. Media staff set up a dummy borrower account with faculty status for Inter Library Loan in order to track the flow of materials from the department. Materials would be checked out to this patron and then delivered to the Interlibrary Loan Office for processing and shipping. Statistics were tracked as accurately as possible, but occasionally materials would be returned, checked in and reshelved resulting in a transaction for which we would have no data. For the purposes of data collection, the Media Center counted transactions not items sent. A multipart series requested by a single individual would count as a single transaction.

The Center's staff learned from painful experience to keep a paper copy of the ILL request, because when an item was returned to the Volpe Library's ILL office it would be checked in and removed from the OCLC system. When a VHS tape was returned and checked in without its accompanying paper guide, staff had no idea who the borrower was. Fortunately the

Media Center was able to depend on the kindness of strangers; the guide that left on February 7th, 2002 was returned on September 19th, 2002. Now guides are bundled with their tapes in snap lock plastic bags, and paper copies of loan requests are kept on file. The copy of the original ILL request on file allows the Media Center to check on the status of the loan without having to interrupt the workflow in the ILL department. We can check to see if items have been returned, or if they need to be recalled.

In July 2003, the Media Center asked to have the Library's OCLC profile changed to reflect the change in the library's policy about loaning media. While there was an increase in the number of requests, it was not a dramatic one. Prior to the policy change the Media Center was averaging 17.5 ILL transactions per month. After the change the number increased to an average of 24 transactions per month. Demand rose steadily during the early years of the program but appears now to have leveled off. This may also reflect the increasing number of libraries willing to loan media materials, a change in patron's preferences, or changes in the use of media in the classroom.
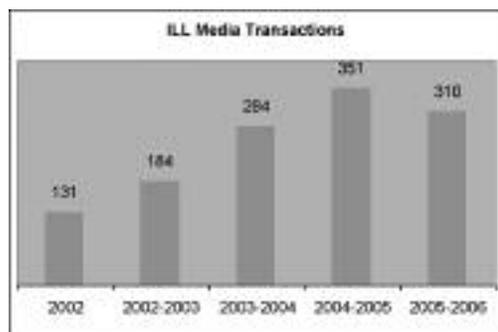

Who borrows media materials via interlibrary loan? Not surprisingly the majority of the borrowers are associated with academic libraries, but public libraries also have a strong demand. Special libraries were primarily medical libraries plus one public school, while the majority of the government libraries were associated with the federal government. It was also no surprise to discover that the greatest percentage of materials (74%) were visual materials—VHS or DVDs. Audio materials, almost evenly divided between

CDs and audiotapes, made up 24% of the loans, while the remaining 2% consisted of kits, CD-ROMs and computer discs.
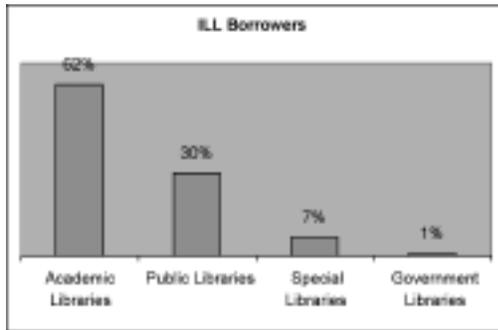
Of course one of the major concerns is the length of the loan, because that represents the time the material would be unavailable to Volpe Library's primary borrower group. Over half the items, 58%, are back in 29 days or less. The majority of items, 77%, are returned in 39 days or less, with 80% returned in 49 days or less. Problematic loans of an excessive length comprise only 6% of the transactions. This percentage compares favorably with numbers of problematic loans or losses incurred by our own patrons.
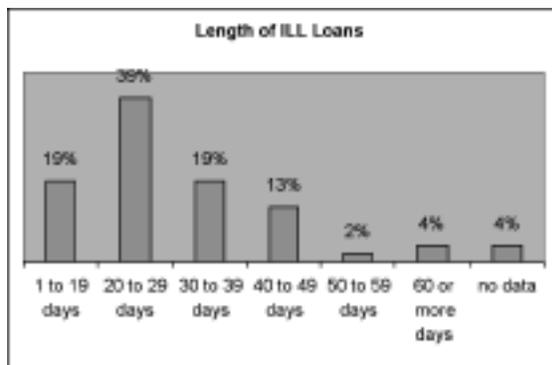
In three years time losses consist of the following: one library returned our tape without its barcode; one library removed our barcode and substituted theirs on the case instead; one library returned a tape that was not ours; one library lost the item when the patron vanished, and one library had the shipper lose the item. In the latter two instances the borrowing library paid for a replacement and the shipper reimbursed our library for the loss.

Volpe Library Media Center's experience with ILL of media has been a very positive one. We are able to share the resources of the collection while at the same time we've experienced minimal damages. While it may appear to some that the loan periods are lengthy, the shipping and processing times for outgoing and incoming mail are a significant factor in the length of the loan, and that is just simply a factor of the interlibrary loan process. We encourage libraries to rethink their policies on interlibrary loan of media materials, if only to start on a small case-by-case basis. Frankly we would prefer to have our media materials used by patrons of other libraries rather than have them crumble into dust on our shelves or, more likely, silently fade into obsolescence as their format renders them unviewable.

Our experience has demonstrated the validity of the ALA Video Round Table guidelines for ILL of audiovisual materials. Yes, we have excluded some materials from loan but there truly is no reason to exclude all media formats from interlibrary loan.[13]

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Book Review

African American Life in South Carolina's Upper Piedmont, 1780-1900

By W.J. Megginson

The University of South Carolina Press, 2006. 546 pages. $59.95

Gone With the Wind, this is not! Readers from both ends of the spectrum will find W.J. Megginson's opus hard to accept, considering the stereotypes exhibited by Hollywood as well as scholarly and not-so scholarly books that focused on large plantation life. One is drawn immediately to the extensive research that was done to produce this work. What probably began as a small project burgeoned as more and more sources opened up during research.   All primary sources appear to have been exhausted including reminisces of remaining family members. Even as families were separated by death or inheritance from their masters, contact was maintained because so few ever saw their spouse and children moving beyond the county…they were often just down the road. Free blacks appear to be as common as elsewhere in the South, except as the Civil War approached more were blocked from this goal and in some places the process was illegal. Evidence is that even in this region, owners were nervous that their slaves might revolt, but instead these industrious people forged their place in history quietly through family, church, and social interactions. This book is highly recommended for academic and public libraries.

John L. Whitlock

Patron Services Director

Blind & Physically Handicapped Library Services

Mississippi Library Commission

Jackson, MS

Guidelines for Submissions and Author Instructions

The Southeastern Librarian

The Southeastern Librarian (SELn) is the official publication of the Southeastern Library Association (SELA). The quarterly publication seeks to publish articles, announcements, and news of professional interest to the library community in the southeast. The publication also represents a significant means for addressing the Association's research objective. Two newsletter-style issues serve as a vehicle for conducting Association business, and two issues include juried articles.

1. Articles need not be of a scholarly nature but should address professional concerns of the library community. SELn particularly seeks articles that have a broad southeastern scope and/or address topics identified as timely or important by SELA sections, round tables, or committees.

2. News releases, newsletters, clippings, and journals from libraries, state associations, and groups throughout the region may be used as sources of information.

3. Submissions should be directed to: Perry Bratcher, Editor SELn, 503A Steely Library, Northern Kentucky University, Highland Heights, KY 41099. Phone 859-572-6309, 859-572-6181 (fax). Email: bratcher@nku.edu.

4. Manuscripts must be submitted in electronic format as attachment to an email, preferably in MS Word or compatible format. Articles should be written in a grammatically correct, simple, readable style. The author is responsible for the accuracy of all statements in the article and should provide complete and accurate bibliographic citations. Although longer or shorter works may be considered, 2,000- to 5,000-word manuscripts are most suitable.

5. Notes should appear at the end of the manuscript in a section titled "References." The editor will refer to the latest edition of The Chicago Manual of Style is followed for capitalization, punctuation, quotations, tables, captions, and elements of bibliographic style. The basic forms for books and journals in the reference list are as follows:

   - Gilmer, Lois C. 1994. Interlibrary Loan: Theory and Management. Englewood, Colorado: Libraries Unlimited.

   - Childress, Schelley. 1994. "Planning for the Worst: Disaster Planning in the Library." The Southeastern Librarian 44 (2) (Summer): 51-55.

6. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page. The author's name should not appear anywhere else in the document.

7. Digital images should be sent as separate email attachments rather than in the body of the text.

8. No other publisher should be simultaneously considering a manuscript submitted to SELn until that manuscript is returned or the editor provides written permission.

9. Upon receipt, a manuscript will be acknowledged by the editor. Incoming manuscripts are added to a manuscript bank from which articles are selected for each issue. The editor assigns manuscripts to at least two reviewers who receive the manuscript with no direct information on the author or the author's affiliation. Following the review, a decision will be communicated to the writer. A definite publication date is given prior to publication. Publication can be expected within twelve months.

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