Reese Library
Georgia Regents University

Georgia Regents University’s Reese Library provides access to a broad range of learning resources in various formats inside and outside the boundaries of the traditional classroom.

Reese Library traces its roots to the library of the Junior College of Augusta. In 1960, the library was relocated to a remodeled warehouse building on the present campus which was then Augusta College (renamed Augusta State University in 1996).

In 1972, a gift from Katherine Reese Pamplin, a member of Augusta College class of 1936, and her husband, Robert B. Pamplin, provided the catalyst for the University System of Georgia Board of Regents to approve funds for a new $2.5 million library building. The building was named in honor of Dr. and Mrs. John Thomas Reese, the parents of Mrs. Pamplin. Construction of the three-story library building began on February 27, 1975, and Reese Library opened on January 6, 1977. The Reese Library now hosts a collection of more than 700,000 books in addition to print periodicals, audiovisuals, government publications, and historical collections. Access to more than 300 databases, provided by the state-wide GALILEO consortium, offers patrons additional electronic information resources.

Reese Library supports the GRU mission of advancing knowledge and enriching the lives of students, faculty, and staff. As such, the library frequently provides cultural programming to cater to the diverse academic interests of its patrons. In January 2013, Reese Library will proudly host the Pride and Passion: The African American Baseball Experience exhibition presented by the American Library Association, the National Endowment for the Humanities, and the Baseball Hall of Fame. Other programs, such as their 50th Federal Depository Library Program Anniversary celebration, National Voter Registration Day, and International Education Week, have secured Reese Library’s reputation as an involved campus and community resource.

The diversity of resources and programming is only rivaled by the people of Reese Library. Faculty and staff are highly devoted, customer-oriented professionals who provide quality service and support to patrons. Reese Library is continuously voted as the No.1 study destination by students and was recently ranked No.1 in student satisfaction by recent graduates.

As of January 8, 2013, Reese Library joined the Robert B. Greenblatt MD Library to form the University Libraries of Georgia Regents University, as part of the consolidation of Augusta State University and Georgia Health Sciences University. The expected growth of Reese Library should only improve the level of service and access patrons have come to expect.

For more information about Reese Library, please visit http://www.aug.edu/library.
Thomas University Library  
Thomasville, Georgia

The Thomas University Library is located at the center of a small, private university in scenic Thomasville, Georgia, the City of Roses. Thomas University began as Birdwood College in 1950, later changing its name to Thomas College. In 2000, Thomas College became Thomas University, a four-year co-educational university that serves the post-secondary educational needs of south Georgia and north Florida.

Thomas University’s motto is “Education that Engages, Empowers, and Transforms.” The TU Library strives to uphold this motto by offering traditional library services coupled with the latest in instructional technology.

The TU Library offers full collections of research materials, specialized databases, popular fiction and nonfiction books, magazines, journals, CDs, and DVDs. The library also has small specialized collections including a children’s and young adults’ collection in support of the university’s education programs, a manga and graphic novel collection, a career development collection, and its newest, a collection that focuses on preparing students for exams, such as the GACE and the GRE.

The library features a variety of comfortable reading areas to encourage both quiet and collaborative study environments. There are three computer labs; two are for general use and one is a film studies lab equipped with Mac computers.

The TU Library is the home of the Student Technology Help Desk, which offers support with a wide range of technology problems. The TU Library also hosts “TU Talks,” an exciting educational method of sharing information about a variety of interesting topics from shark tooth hunting to pioneer nursing programs. In addition, the Library is the meeting place for various academic clubs and hosts the annual release of the *Nighthawk Review*, a student literary publication.

The library staff endeavors to provide a dynamic learning atmosphere that is conducive to research. The staff also supports the academic needs of students, faculty, and staff by providing training and resources to promote personal and professional transformation. Student and faculty interactions in the library are very hands-on, offering personal service that is tailored to each individual’s requirements. The Thomas University Library is the place to be on campus. Students are in and out throughout the day seeking that quiet place to review notes after class, find resources needed for that paper due next week, and receive assistance from a helpful staff that meets every information need.

If you would like to learn more about the Thomas University Library, please visit [http://www.thomasu.edu/library](http://www.thomasu.edu/library).
**Piedmont Regional Library System**  
**Winder, Georgia**

The Piedmont Region consists of three counties, Banks, Barrow and Jackson. The Piedmont Regional Library System is located northeast of Atlanta and surrounded by Hall County, Athens Regional, Uncle Remus, Gwinnett and Northeast Georgia Regional libraries. As one local advocate said, “How can we help but be a successful library system?”

As written in *Beadland to Barrow*, steps were taken in 1954 to set up a regional library in Barrow County. In under 60 years, the Piedmont Regional Library System (PRLS) has grown to serve Banks, Barrow and Jackson counties with ten locations in Winder, Auburn, Statham, Homer, Braselton, Commerce, Jefferson, Maysville, Nicholson, and Talmo. Regional offices are located in Winder, and there are also book deposit collection points in the city halls of Bethlehem and Carl. The Library provides courier service to all locations. The Outreach Services department delivers books to public schools in the region as well as senior centers, boys and girls clubs, and other local facilities.

The Library’s collection consists of over 252,000 items. The population of the region is around 150,000. Over 457,000 visits are made to the libraries each year. More than 142,500 computer sessions were logged on Library computers last year, and wireless computer access is popular at almost all locations. On February 1, 2012, the Library began offering an ebook checkout service through Overdrive. A $15,000 grant from Jackson EMC provided start-up funds and a small collection of less than 500 books, all bestselling fiction and nonfiction for adults. Of this initial collection, 97.8% of titles checked out at least once in the first three months! The results were so positive that other organizations in the region donated more money to purchase more ebooks. What started as a small, specialized collection has grown to a diverse collection of ebooks for all ages. Currently, the ebook collection consists of over 1,400 ebooks and averages 1,000 checkouts per month.

Continuing staff development is an integral part of PRLS philosophy. The annual Staff Day held in November is highly anticipated by staff throughout the region. Library Managers come together frequently to keep current on professional issues such as technology, staff management, collection development, and intellectual freedom. In turn, libraries in the region offer training programs to their patrons on topics such as basic computer skills, job searching, genealogy, and more.
Piedmont Regional Library System is a proud member of PINES. Over 582,000 items were checked out in FY 2012, including books, DVD’s, books on CD, and more. Libraries in the region each have their own Friends of the Library groups and plan their own programs. Approximately 40,000 people attended programs throughout the region last year, including Ready to Read Pre-K Storytimes, reading to dogs programs, adult author and craft programs, numerous summer reading events, and much more. The Library recently added Early Literacy Station computers for kids at several locations, and plans to add at least ten more stations by the end of the year.

At Piedmont Regional Library System, staff and patrons alike believe, “Books are just the beginning.”

To learn more about the Piedmont Regional Library System, please visit http://prlib.org.
I am thrilled to accept the role of GLA president for 2013. Thank you for the opportunity. My plan for this year is to design a strategic plan of vision and programs that will enhance the organization for the next few years. It’s been several years since we’ve addressed strategic and vision planning, so we’ll work on it this year. Look for notices of Web conferences and surveys inviting you to participate in decision making and development. Newcomers can find new avenues of participation and put their mark on projects of their choosing. This is a time to gain strength – to be ready for the renewed budgets and opportunities that will come soon.

The mid-winter meeting was held on January 11, 2013. I hope many of you were able to attend. The meeting served as the kick off for several projects that are planned for the year. One project, mentioned above, is strategic planning; a process that will be discussed in more detail through newsletters and e-mails. Another is a photo contest. The winning photos will be featured in a 2014 calendar available for purchase at COMO 2013 in October at the GLA exhibit booth. Another project that I’m working on is a GLA summer event such as a picnic or get-together where we can come together in a social event for networking and fun. We’re looking for volunteers to pull these projects together. If you’re looking for a place to get involved, these opportunities are open to all.

We have several open positions for chairs, divisions and interest groups. Please let me know if you would like to volunteer for one of these positions. Don’t forget about COMO coming up in October 2013. COMO will be held in Macon again this year. The COMO 2012 evaluations provided many good comments about the facilities in Macon. We’ll need suggestions from GLA members to make sure we address the needs of our members. Poster sessions will be held again this year, but hopefully in a more prominent location.

Best wishes for the New Year and I hope to see you soon.

Thanks,
Diana

**Diana J. Very, MPA/MLIS**
**President 2013**
**Georgia Library Association**
dvery@georgialibraries.org
My Own PRIVATE LIBRARY

By Charlie Bennett

“I read that book, every page, and then I threw it away.” – “Bellringer Blues” by Nick Cave

This story ends with no lessons learned, just habits broken.

My own private library grew for fifteen years as I moved from city to city, each move requiring a few extra paper boxes (my preferred storage for the books) until my collection maxed out at just over a thousand books. I bought compulsively from used bookstores, and I never turned down the offer of a free book. I bought books I’d read so I could read them again, and I bought books I’d heard of in case I wanted to read them some day. I bought complete series of mystery novels in paperback because I liked looking at them all together on a shelf. I knew I had too many books -- textbooks from my undergraduate career, used books bought in Boston, Paris, and San Diego, books my parents had owned, books my roommates had owned, books from places I couldn’t remember, and gift books from people I no longer knew -- but I couldn’t get rid of any. I couldn’t stand to reduce my collection. Eventually, I kept a web catalog on LibraryThing so I would know exactly how many books I had and where they were.

When my wife and I moved into our first apartment, we combined our two bibliomaniacal collections, and I instantly lost track of how many books we had. At least two thousand, with more coming in each month: cookbooks, art books, library school textbooks, hardback mystery novels that I could finally afford, frayed paperbacks of beloved children’s books next to new editions of the same books with anniversary forewords, duplicate copies of novels of all kinds from Frankenstein to Fight Club, and three copies of Naked Lunch.

We loved our books. We decorated our rooms with overburdened shelves stuffed with browned paperbacks, ragged hardbacks, and the occasional pristine replacement copy of an old favorite. We kept the duplicates, and we kept the damaged; we kept the ones we read and the ones we hoped to read.

Then we decided to have a baby.

There were many ways we had to change our lifestyle to prepare for a baby. Our budget tightened, and we knew we had to move to a smaller place. To prepare for the move, we started our personal weeding project. The very first step was a moratorium on buying books. That was easy as soon as we added up the price of our book habit. The next, harder step was reducing our collection.

At first, we resisted getting rid of books. Gathering a stack of ten books to send out of the house (to friends, to the used bookstore, to the library, to Goodwill) took weeks. Then we started to plan where the bookshelves would go in the new house and realized we’d have to get rid of at least two shelves. We began to fill boxes with books: do we need two copies of The Time Machine? Is it important for our child to have instant access to Sartre, Camus, and Bukowski? Why did I think I needed all that Bukowski anyway? We spent weekends looking through our books and debating the merits of
keeping a paperback edition of Down and Out in Paris and London or a second copy of Zen & The Art Of Motorcycle Maintenance (Orwell stayed; the extra Pirsig went).

Classics we read in high school, pulp novels that were truly terrible, kitschy biographies of movie stars and professional bowlers: they all went into the boxes by the door, waiting to be sold or donated. Books on MS-DOS and HTML 3, duplicate copies of Palahniuk and Dickens, moldy German editions of Kafka: out the door. Heartbroken at all the lost books, we packed up our collection and moved to the new house. As soon as we’d unpacked, we realized how many books we still had. Once again, we overstuffed bookshelves and filled our little house with books. “We’ll keep getting rid of them, slowly,” we reassured each other. “We’re not buying any more books. This is okay.”

Then my wife got pregnant.

We got rid of books like a library closing down. If I hadn’t read it in ten years, it was out. If I hadn’t ever read it and couldn’t remember why I bought it, it was out. If it wasn’t good enough to recommend to someone else, it was out.

When we couldn’t stand to give away any more books, we still had too many. We took six hundred books to my in-laws’ house and established a Mississippi branch of the Bennett library. I stashed a hundred books in my office at the Georgia Tech Library (a collection of writing manuals, literary theory, psychotherapy, postmodernism, library school textbooks, and the novels of Walker Percy and Umberto Eco).

By March of that year, the weeding was done. We had enough room to put together a nursery, and our own private library was reduced to five hundred books.

And now we use the public library as we should, bringing books into the house when we want to read them and getting them right back out when they’re read. We carefully consider additions to the private library and try to maintain a “one book in, one book out” policy. Of course, our daughter has her own private library, which we add to regularly, but we’re sure that single shelf of Dr. Seuss, Margaret Wise Brown, and Roald Dahl won’t get out of hand anytime soon...

Charlie Bennett is Undergraduate Programming & Engagement Librarian at Georgia Institute of Technology and co-hosts Lost in the Stacks on WREK Atlanta.
As far back as I can remember, I’ve collected books of all types. Some of my first books were collections of Mother Goose nursery rhymes. My favorite edition of these books is the one illustrated by Kate Greenway. I loved the images of children frolicking in their late eighteenth century and Regency fashions. Liberty of London, the London department store, took inspiration from Kate Greenway’s illustrations when designing their famous fabric patterns. For good or bad, Mother Goose may be to blame for my life long interest in clothes and shoes. My other early obsession, which all examples of are now destroyed, was pop-up books; I loved browsing through those works of art with their over-the-top illustrations.

Sometime between looking for Goldbug in Richard Scary books and the novels one is made to read in elementary school, I fell in love. To put it simply, I’m a bibliophile. Like so many others I began to cherish the books I owned. It started with the ten magical volumes of my family’s edition of The Junior Classics. The colorful bindings soon found their way into my room and onto a bookshelf. Luckily, no one objected. I still have them all. Mythology, poetry, fiction, and history are all well represented. I can, with irony, thank The Junior Classics for first acquainting me with adult literature. Of course, collected stories for children are often abridged. After realizing there was more to the stories I loved, I willingly sought their original form.

My book collection was mediated by the tastes of teachers and school reading lists. I still own several slim paperbacks, like The Red Pony, Death be not Proud, and The Lord of the Flies. Those early literary lessons gave painful illustrations of loss, death, and disillusionment that we all unfortunately experience. I’m still not sure why we had to read those particular novels. We could have just as easily read something more uplifting. However, reading about new things allows our identities to expand. We are not always supposed to be comfortable or even comforted by what we read. With this lesson learned, I never flinch when recommending new books to a patron at the library. Most topics have a willing place for anyone needing good books to snuggle up with.

High school was a time to dream of going away to college; and, college was the period when books really began to accumulate on my bookshelves. Notable favorites include The Magus by John Fowles. I can still remember sitting in the university library with a Latin dictionary trying to figure out the last sentence. I discovered Anne Rice’s The Witching Hour during those college years. It will make you forget about vampires and return for more. A Confederacy of Dunces by John Kennedy Toole also stares at me from the shelf. Everyone who reads it is heartbroken and somehow implicated in Toole’s tragic story. What made these books important to me is that I discovered them on my own. No professor told me to read those particular books. As with everyone at school, professors paraded authors to be appreciated. Some stuck and others did not. Certainly, professional guidance enhanced my literary tastes. Still, discovery of new literature remains thrilling and always deserves a spot on my bookshelf.

Continuing my education included finding space for an ever-expanding book collection. Books on library architecture joined Melville Dewey’s biography. My shelves were filling up, and I realized a discerning touch was needed. I have rarely given away, and never sold, a book; not even a dog-eared paperback one. Once they are
mine, they become familiar friends. I would not dream of selling them. I am not bragging; this is more of a confession. Every collector is quickly confronted with the constraints space imposes on their collection. Now, only books that seem deserving find refuge in my home.

I have been lucky enough to get autographed books by A.S. Byatt, Gloria Steinem, and Joyce Carol Oates. They are good representatives of my women’s author autograph collection. In a small way, it’s exciting to know the author once held the book you are reading. Besides, acquiring signed books you want slows general accumulation.

The saving grace for all habitual readers is the e-reader. I can place newspapers, whole collections of books, magazines, and Angry Birds on one device smaller than Alan Furst’s thrilling recent offering. My e-reader is the ultimate space saver. The only problem is an e-reader is not a real book. It is simply a device that holds lots of pictures and texts.

In our digital age, some things are just never going to be reproduced in their original glory. My facsimile of the Book of Kells is beautiful, but nobody would mistake it for the real thing. I do fully appreciate digital facsimiles for research and enjoyment. Among other things, it allows everyone to view images of an author’s handwriting, early typography, and medieval illuminations. Many books are impossible to envision as an e-book because they are works of art apart from the information they contain. It is difficult to imagine that the thrill of owning an embossed leather bound volume with fine, thick paper and hand-colored illustrations is ever going to go away.

Recently, facsimiles of several English nature diaries have become part of my horde. One of my favorites is A Victorian Flower Album by Henry Terry. The book was originally made by a father for his children to learn about the wildflowers growing near their home in Oxfordshire. Also, I found first American editions of The Nature Notes of an Edwardian Lady and The Country Diary of an Edwardian Lady, both by Edith Holden. She was a noteworthy illustrator who only achieved fame when facsimiles of her diaries were published long after her death. Collecting facsimiles of interesting and important books is another way to limit a collection.

Books that have become especially dear to me are my professional books concerning library science and information studies. I have enjoyed expanding my library to include books on the history of reading and print culture. My recent additions include volume 2 of A History of the Book in America. I now have the whole set. Also, Robert Darnton’s The Case for Books: Past, Present, and Future would be considered a must read for every librarian. Finally, the newest addition that I am currently reading is The Information by James Gleick. So far Gleick is great. My collection continues to slowly expand. I don’t know if Samuel Pepys would like my personal library, but I do!

Kelly Lenz is Director at South Georgia Regional Library.
Imagine the situation: It’s the end of a town council meeting and the mayor asks, “Is there any new business?” You’re at a faculty meet-and-greet and the president of the institution pauses to shake your hand, asking, “How are things in the library?” You’re in line at the local coffee shop behind your library director and he turns to ask, “What’s new with you?” You now have twenty seconds of a decision-maker’s attention. What do you say?

Over the past decade, there has been an increasing emphasis on regular assessment in libraries. Libraries were encouraged to measure their effectiveness and efficiency. We regularly gathered this data for annual reports to our reporting agencies (whether they were the public government, college institution, or even relevant library association). Gradually this emphasis shifted to the idea of an assessment cycle. That is, assessment was no longer an activity; it was a continual process. Libraries should determine what they want to measure, create assessments to measure their effectiveness in reaching those outcomes, and then use the data from that assessment to improve their desired outcomes. This model could apply to everything from learning outcomes measuring teaching to circulation statistics influencing collection development to gate counts and reference statistics guiding staff training. In each case, libraries were using data-driven assessment to improve their operation.

However, this assessment cycle features one essential gap. When libraries focus only on internal improvements, they neglect to realize the full potential of this data. Librarians are not the only decision-makers in modern libraries. Budgets, staffing levels, hours of operation, and technology investments can be and often are determined by external stakeholders. At Ingram Library at the University of West Georgia, librarians recognized this and began using internal statistics to advocate for resources from external administrators.

For example, Ingram Library houses the largest computer lab on our campus. The reference desk was originally the lone monitor for this lab and staffed solely by accredited librarians. To improve our staffing distribution, we began counting the number of lab-based technical questions and library-based reference questions we handled each shift. About 50% of the nearly 4200 questions we received in a single semester were low level technical questions. We used this statistic to ask for student assistants to help monitor the lab. In other labs, the monitors are supervised by our IT department. Since these students would also be trained in providing basic reference assistance, we were able to insist that they be supervised by a librarian. Hence, since fall 2009, we have had externally funded but internally managed student assistants providing basic reference services for all the hours that we are open. In fall 2012, this meant the library gained the equivalent of about seven full time employees to cover our two reference desks. The additional staff provided much need jobs on campus and allowed the library to dedicate our limited budget to other projects.
This success has encouraged the library to use our internal data for other external advocacy. When campus administrators began focusing on improving student success rates, we ran statistical analyses looking at the graduation rates of students in our library credit course. We used these statistics to create what the business world calls “elevator speeches.” An elevator speech is a prepared statement that you can give to influence someone in a short amount of time. We could bring up these statistics at faculty meetings, in university surveys and feedback, and even when in line at Starbucks. After talking up our very encouraging results to various stakeholders, we became increasingly involved in the first year programs, culminating in our inclusion in the campus’ pilot Summer Bridge Program. As a direct result of this, we were allowed to hire two new fellows and two new adjuncts to help teach the credit course in the fall of 2012. In another example, our library director compared our librarian-to-student ratio to our sister institutions in and out of the state. She used our numerical deficiency to advocate for and ultimately receive new permanent faculty lines.

We are currently gathering data to push for everything from more printers for the labs to more calculators for checkout to more janitorial service at night.

In each case, we use our internal data that we would normally gather and report in order to promote our goals to our external stakeholders. We utilize hard numbers to create short but memorable statements about our successes and our needs. Whether it’s “we checked out our 25 laptops almost 3,000 times last month; we could really use some new equipment” or “we had 80,000 people walk through our doors in September alone! We desperately need more staff,” such brief, bold, and most importantly, honest statements make a memorable impact on those who have the power to grant these requests. Libraries of all types can use this model. Determine your need, look at what you gather, and prepare something catchy for your next twenty second opportunity.

Jean Cook is an instruction librarian and reference coordinator at Ingram Library at the University of West Georgia.
Teaching Government Information in Information Literacy Credit Classes

By Emily Rogers

Information literacy courses are a fixture of the instruction programs of many academic libraries. While the single 50- or 75-minute “one-shot” session offers little time to introduce a range of resources, the for-credit information literacy course, usually taught by librarians, is a prime opportunity for students to develop their information literacy skills and familiarity with tools for research. A major goal of information literacy instruction is to enable lifelong learning, through which individuals continue to locate and apply information from appropriate sources after they graduate. Because government resources offer data that students will have access to once they graduate, unlike subscription resources, government information tools are a vital part of information literacy instruction for lifelong learning. If our desired learning outcomes include building research skills beyond the classroom, teaching government information resources within the term-long environment is vital for developing students who can independently access authoritative and available information.

Introductory instruction sessions are unlikely to include more than a cursory look at government information sources. If reference, instruction, and information literacy librarians are committed to assisting students in developing lifelong research skills, then government information research should be a vital part of advanced learning opportunities, such as the for-credit course. Yet for a number of reasons, government information, if included at all, often appears in a for-credit course almost as an afterthought, once students have become acquainted with other skills and sources. Even though I have had a career-long interest in government documents, I too have failed to take full advantage of this teaching opportunity. For me, government resources often fade to the background when I am teaching a for-credit information literacy course. I focus on them only after introducing other types of resources: encyclopedias, other reference tools, databases, and web searching. Given the wealth of subscription resources, and librarians’ enthusiasm for sharing them with our patrons, I suspect many of us unintentionally short-change freely available government information resources.

This paper briefly reviews the background on credit-bearing information literacy courses and on government information instruction. I have polled colleagues who teach credit-bearing information literacy courses and in this essay present their responses, focusing especially on the ways they include government information resources in such classes. I then argue that understanding how to find and use government information is necessary for achieving lifelong information literacy competence. A focus on government information as critical thinking and subject access tools, rather than as unique documents collections or formats, can help remove barriers for researchers, particularly in classes that allow students an entire term to develop skills. In addition, librarians will develop ways to teach students to use these resources within a meaningful context for their research. The ability to find, evaluate, and effectively use government information resources will empower students to become lifelong learners and seekers, whatever their post-graduation information needs may be.
Literature Review

The literature showed a recent increase in articles and books treating for-credit information literacy classes. First, Nancy Goebel and Paul Neff (2007) distinguished information literacy from traditional bibliographic instruction by the former’s “coverage over a longer period of time” and “emphasis on critical thinking and evaluation skills” (p. 8). Craig Gibson’s (2008) history of the development of information literacy efficiently traced the development of curriculum-based information literacy. Sara Holder (2010) concisely reviewed the evolution of the rationale for and development of for-credit library skills courses, which can serve as the platform of an entire information literacy instruction program, as at the Augustana Campus of the University of Alberta (Goebel & Neff, 2007). Since ACRL’s 2000 approval of the Information Literacy Competency Standards for Higher Education, the for-credit information literacy course has become a widespread means of incorporating information literacy into curricula. Christopher V. Hollister’s edited collection Best Practices for Credit-Bearing Information Literacy Courses (2010) demonstrated the range of for-credit classes: discipline-specific or interdisciplinary; online, hybrid, or face-to-face; librarian-taught or collaborative; and in settings from the freshman writing program to graduate disciplines.

Perhaps the most comprehensive analysis of the content of credit-bearing library skills courses, at least as presented within the course syllabus, is Paul L. Hrycay’s analysis of 100 online syllabi for such courses (2006). His study traced how the ACRL Information Literacy Competency Standards for Higher Education are reflected in the content of for-credit library research course syllabi. According to Hrycay’s data, only 38 of the 100 syllabi he reviewed specifically mention government documents among the course topics (2006). Hrycay admitted, however, that his study demonstrated only what each syllabus mentions explicitly, so this number is unlikely to reflect adequately the extent to which government information appears even within this selection of classes.

When it is included, government information is often taught in isolation, as a unique collection or format, but librarians with an interest in documents have also explored other approaches. Judith Downie (2004) lamented that government information sources often fail to receive any attention during librarian-taught sessions and called for additional training of teaching librarians to address these sources. Since 1979 the Pennsylvania State University Libraries have offered a regular credit course on federal and legal information resources. Such focused courses not only build students’ skills for their college work; this instruction also serves to cultivate “life-long learners of their government, its policies, and its practices” (Sheehy & Cheney, 1997, p. 327). Further recognition of the value of including government information for life-long learning comes from the Political Science Research Competency Guidelines (2008). These guidelines identify understanding government information sources such as statistics, Congressional hearings, and government policies as vital for competence in conducting political science research, achieving information literacy, and developing long-term skills. Emphasizing critical thinking skills, Karen Hogenboom (2005) argued for the teaching of government information in a variety of instruction settings for these sources’ value as evaluation and rhetorical analysis tools that likewise can serve learners throughout their post-college years.

While documents librarians might dream of having an entire semester course devoted to government information research, more common teaching experiences include reference desk interactions and one-shot sessions; similarly, for-credit courses usually need to cover a variety of formats and potential subjects. Three models for presenting government information include 1) a
traditional explanation of government organization and the processes of creating, distributing, and retrieving these resources; 2) an emphasis on the information cycle or timeframe of publication; or 3) a critical thinking approach (Hogenboom & Woods, 2007). Noting that “government information is one area that touches all disciplines,” Downie (2007) called for government information specialists to collaborate with other librarians to show that government publications inform a range of disciplines and instruction opportunities (p. 124). Thura Mack and Janette Prescod (2008) also called for government information to move beyond collections to the public service and information literacy contexts.

Based on evidence of little change in social scientists’ citation of government resources from the 1980s to the early 2000s, Debra Cheney (2006) argued convincingly for teaching government information within the context of subject disciplines collections. Cheney called for a new model in which librarians “integrate government information into a library’s collections and services in a manner that is meaningful to today’s researchers” (p. 304) and emphasized how the disciplinary expertise of subject librarians can enhance researchers’ understanding of ways to locate and apply government information. Further, this disciplinary approach is actually more compatible with the last decade’s emphasis on information literacy and critical thinking than a focus in the past on government structure, format, and collections in reference and instruction (Cheney, 2006).

What is actually going on in credit-bearing information literacy classes? When librarians are teaching about government information, how are they presenting these sources? This exploratory qualitative report, based on a 2011 questionnaire, reveals some teaching patterns and attitudes about government information resources within the credit information literacy course setting.

Methodology

This questionnaire was distributed to subscribers to the very active Information Literacy and Instruction (ili-li) listserv. This list is the one most likely to reach librarians who teach for-credit courses in information literacy and/or library skills because it is run by the Instruction Section of the Association of College and Research Libraries, a division of ALA. The questionnaire included questions about the types of institutions served, how recently the respondent completed the Master’s in library science degree, and length of time respondents had taught IL/LI credit courses. Many of the remaining questions focused on the content of the IL/LI courses, especially on the extent to which librarians included government information, and on the respondents’ government information training. For the purposes of this research, most interesting were how the courses were organized, where government information fell within the course schedule, which, and to what extent, government information sources found coverage, and the extent that these teachers feel comfortable covering government information resources in these courses. This questionnaire also asked if the respondents teach government information as a unique unit and, if so, for how much time during the semester.

One shortcoming of this questionnaire is that it is impossible to determine the number of possible respondents; the questionnaire focused upon not the 5000+ members of the ili-li listserv, but the subset among subscribers who also teach information literacy and library instruction courses. The 69 responses clearly do not represent a significant portion of these possible respondents. The report of these responses serves instead as a snapshot for identifying current IL/LI teaching practices with government information within the for-credit course and to provide some background for proposing an alternative teaching method.
Findings

This questionnaire gathered responses from a range of academic librarians teaching IL/LI credit courses. The majority of respondents (60.9%) teach at colleges or universities offering undergraduate and graduate programs, with 20.3% teaching at four-year undergraduate institutions, 15.9% at two-year schools, and 2.9% at other institutions (in these cases, for-profit educational institutions). Most (42%) had received the library science Master’s degree more than 10 years ago, with 21.7% within 2-5 years; 20.3% within 6-10 years; and 11% fewer than 2 years ago. The majority of respondents have at least two years’ experience teaching credit IL/LI courses: 33.8% have taught the courses for 2-5 years; 32.4% for less than 2 years; 17.6% for 6-10 years; and 16.2% for more than 10 years. Other demographic questions about the respondents and their institutions include whether or not the library is a member of the Federal Depository Library Program (59.4% were), and if the respondent’s library has a government information specialist (65.6% did). These responses show that most of the respondents are well-initiated into the information literacy credit course teaching experience.

These respondents most commonly organize the content of their information literacy or library skills courses based on types and formats of resource, such as reference books, newspaper articles, peer-reviewed journals, etc., as in my own previous experience with these courses. Only a few presently organize these courses by disciplinary subjects such as literature, education, and the sciences. The most frequently mentioned other method of organization is by steps in the research process: from identifying a topic through finding, evaluating, and documenting sources. Several respondents structure the course around concepts such as the information production, distribution, and evaluation process or by the ACRL Information Literacy Standards.

Do government resources usually appear as a distinct unit within the for-credit course? This practice seems most common, with librarians devoting one week or one class period, or one module in an online course, to government information resources. Almost all of these teaching librarians postpone covering government information until the second or final third of the term, which increases the likelihood that government resources might be skipped altogether. In fact, several librarians among these respondents do not focus on government resources at all. (I wonder here if they do teach individual government reference books such as Homicide in the United States, or web sites such as the National Center for Education Statistics, without emphasizing to the students that these tools are government information sources).

Even if not taught as a unique unit, government resources are popular for use in teaching evaluation, according to these respondents. Teaching about government information as evaluation can be as limited as training students to recognize and search within the .gov domain. In addition to finding authoritative web sites from the federal government, students in these classes also encounter government information when they evaluate web sites, search engine results, or sources more generally. Other means of including government information within course material include as part of reference or ready reference sources, as part of a broader unit or as examples within other units, as well as alongside fee-based resources. Several respondents mention that they incorporate these sources into the research process and include government resources in class work on documentation and citation.

Types of sources - by format and by jurisdiction - vary according to ease of availability. In cases where government resources are available both in print and online, respondents overwhelmingly prefer to present the online versions, though some still choose to present both print and online government resources.
None of these teachers presents print-only format when online is also available. Jurisdiction coverage likewise seems connected to online availability, with federal, state, international, and local resources receiving attention, in that order. Some teachers also identify tribal resources and distinguish United Nations resources from international resources. Individual sources presented in classes include the *Statistical Abstract of the United States; USA.gov; Census resources such as American FactFinder and the Economic Census; Congressional resources such as Thomas.gov; health resources such as CDC.gov, PubMed, and Medline; the *Occupational Outlook Handbook; Science.gov; FDsys/GPO Access; major statistical sources such as the Bureau of Justice Statistics, Bureau of Labor Statistics, and the Uniform Crime Report; the Library of Congress; the National Archives and Records Administration; the Congressional Research Service; and United Nations data and the CIA World Factbook. Many of these resources have applicability for particular disciplines, and one respondent focuses directly on federal and state web sites that support students’ majors.

Most interesting for purposes of this paper are the subject-specific ways some teachers identify for including government resources in their courses. Government resources are regularly taught within units about education, medicine, and statistics. One librarian’s broader unit on governmental policy issues such as open government, the Freedom of Information Act, the Patriot Act, and copyright also offers a setting for introducing government resources. Other responses include using government information as important sources for statistics, career and job tools, and primary sources. One unique response identifies teaching government resources as a means for “evaluating truth.” Another teacher specifies introducing government resources according to students’ research needs as based on their research questions. This last response also suggests some demand for greater subject-specific awareness of government information sources.

One of the strongest arguments for refocusing how information literacy courses cover government information is the lack of confidence many librarian teachers feel when they need to address government resources in their information literacy courses. While only a few of the respondents depend on an outside specialist to present government materials to their classes, many admit to feeling less than confident teaching these resources. Even if most teachers include government resources material within their classes, they do not necessarily have strong training. A number have almost no training in this body of information, though most have had MLIS program courses or professional development encounters with government resources. These librarians have also gained government information expertise through graduate school or paraprofessional positions in library government documents departments, undergraduate research courses in legal and government sources, and past or present experience managing government documents collections.

Despite having experience with teaching and in some cases working with government resources, respondents reported a wide range of comfort levels with teaching government information. While few are very uncomfortable with this material, few report a high level of confidence. No matter what their level of comfort, most respondents feel they would benefit from additional training in or experience with government information. The top options for such training are surveys or lists of the types of information available and publishing frequency of various sources, free or inexpensive online introductory workshops or webinars, and targeted webinars for specialized resources such as American FactFinder or subjects such as Education or Health and Human Services.
Discussion

As the responses to this questionnaire show, there is no one standard method for teaching about government information resources in for-credit information literacy classes, and teachers vary widely in their training and confidence. Often government information appears almost as an afterthought, as another type of resource to pursue mainly for statistics or web site authority, once a class has become familiar with the traditional reference sources, subscription databases, journals, and print and electronic books that are usually taught early in a course. The full potential for teaching about government information has not yet been realized in these credit courses, and the varied methods for presenting government information further dilute the potential strength of these resources. It is not the purpose here to suggest that information literacy courses need a uniform approach to presenting government information. But reconsidering how librarians present these sources can offer another method of teaching and learning about government information that serves both teacher and student. The traditional means of teaching government resources as evaluating source authority or as organized by the processes of government leaves too much valuable material unaddressed, especially in an era when we aim to teach information literacy and library skills for life, not just for the college years. A new organizational strategy, focusing on disciplines such as biological sciences, hard sciences, social sciences, and humanities subjects, rather than on levels of government, can make government resources more accessible for both teacher and student, especially in lower-level courses.

Many reference and instruction librarians, especially those providing traditional on-demand service at a reference desk or virtually, must respond to questions in almost any subject area, even if these librarians also function as subject specialists for liaison or collection development duties. Because most teaching librarians and potential teachers of information literacy credit courses are not government information specialists, another method besides a focus on government resources as federal, state, local, or international sources seems overdue. Other than questions that directly involve the processes of government, which might be addressed as easily by a political science specialist as by a government information librarian, many questions that can draw upon government information sources fall within a wide range of subjects: education, health, labor, the environment, criminal justice, population, geology, finance, and many more. Librarians accustomed to dealing with a variety of subjects, both in reference and instruction settings, might feel more confident considering government information by subject than by source or format of the information. It is easy, for instance, to sort the list of most commonly taught resources from above—some of which overlap with the FDLP’s Essential Titles list for Federal Depository Libraries—into a subject arrangement, along with search tools such as USA.gov and FDsys.

A revised information literacy course could cover multiples types of information resources grouped by subject instead of format. For instance, a unit on business resources might include newspapers such as the Wall Street Journal and the Financial Times, Hoover’s, Edgar, and the Economic Census. Science and technology resources could include sources such as Science.gov, EPA reports and online data, NASA, and the U.S. Geological Survey along with fee-based databases such as Environment Complete and GeoRef. The major education database is still ERIC, a government resource, and familiarity with the free online version along with commercial versions would benefit graduates once they no longer have subscription database access. Even those resources such as hearings and laws that seem to fall outside of typical subject units will often be most accessible through subject searching,
especially in online catalogs for cataloged documents collections.

Such grouping of government information resources alongside other major information tools by subject will help teachers resist the temptation to try to cover all government resources in one class period or unit, or the tendency to relegate government information to late in the semester—or out of the course altogether. As long as teachers point out the open access resources, students will learn about freely available resources in the context of how they are most likely to need information: by subject, rather than by branch of government or as a confusing gathering of government information sources all at once on a wide variety of subjects. While librarians might be aware that much information is available by subject by going to specific federal agencies, it is less important that student researchers know that they seek Census or weather information from the Department of Commerce. What is vital is that students know they can access reliable and free information on most subjects and that they do not lose authoritative resources when they are no longer students.

The importance of emphasizing the subject over the format or type of source makes me recall my early, pre-librarianship teaching career. I once required a freshman composition class to include a variety of print and online resources, including a government source, in their annotating bibliographies and research papers. My novice teaching role and limited knowledge made this task an exercise in frustration as students struggled to locate government sources for the sake of the citations. One student who had witnessed how hospice care had helped ease the pain of her grandmother’s terminal illness, however, avidly researched the availability of hospice treatment. Among books and scholarly articles in psychology and health, her references included congressional hearings featuring the testimony of physicians, social workers, and family survivors. None of these sources had to be forced to “fit” her subject. She located them through keyword and subject OPAC searches; the fact that they were government publications was peripheral to the value of the information they contained.

This student reminded me that the source must suit the information need and the research subject. Format is far less important than content. While knowledge of the variety of formats and venues for books, periodicals, and other sources is important, the topic should drive the research. The for-credit information literacy course is a prime opportunity to introduce students to a range of sources and help them interact with them more than superficially. Often for-credit instruction courses focus on a type of format or source per week, but we should now apply other structures to this content. In a discipline-specific course, such as one for the sciences, the librarian teacher could present resources in biology one week, then agriculture, then geology, emphasizing major resources within each subject, including available government information. Discovering that AGRICOLA, for instance, is useful for both biology and agriculture, or that ERIC can work for education, psychology, and communications research, allows students to develop subject and interdisciplinary awareness and locate authoritative and topic-specific information without turning intellectual somersaults to make the format fit the assignment.

In part, these examples demonstrate some of the barriers to teaching government resources in these courses. Some librarians, uncomfortable presenting government information resources, are willing to reassign that course duty to the documents librarian. Recreating a subject-focused course that introduces government information resources throughout the term requires rethinking the structure of the course itself. Students usually learn more successfully from within the context of a subject or a need, however, so such reworking is worth the effort. As Debora
Cheney (2006) argued, “social sciences researchers need instruction services that are less source-oriented, less government-oriented, and less collection-focused” and that focus more on “critical thinking within the context of a discipline” (p. 307). Such a disciplinary focus would benefit researchers in other fields in addition to the social sciences.

Calling for librarians to move beyond acceptance and collaboration, Stephanie Braunstein and Mitchell Fontenot (2010) described Louisiana State University’s for-credit LIS 1001 course as an example of information literacy instruction that intentionally incorporates government documents into the class. Fontenot’s enthusiasm for documents grew out of awareness that he, like many librarians, had neglected government information sources when he taught LIS 1001, but a “transformative” learning experience challenged him to rethink his approach and devote more time each term to government information. Stressing the “philosophical foundations of free government information” helped students learn about government publications for “both academic and personal research,” especially as “government information is available to them at any time in their careers and lives” (p. 152). Although her focus is not upon government resources, Lisa O’Connor (2009) likewise argued for a holistic approach to information literacy that develops not just skills for efficiency and job performance, but contributes to an educational system that can build an informed citizenry and civic engagement. Her critique of early conceptualizations of information literacy seeks to “affirm the need for such habits and abilities that empower people as they select and use information in their everyday lives” (p. 88). As a key to lifelong information literacy skills, government information is likewise another means of engaging learners, to which effective teaching of government information will contribute. I would argue that all source use, not just reliance on government information, should be organic and integrated, but an awareness of government information sources over a variety of subjects offers the potential outcome of helping to develop well-informed, skeptical, and empowered citizens.

Conclusion

It is time for this change of emphasis to spread not only within services provided at the reference desk and in instruction sessions, but also within the planning and structure of credit-bearing information literacy courses. I call for us to advance the credit-bearing information literacy class beyond merely including or assigning one or two class periods to government information resources. We need to integrate government information resources fully into our course throughout the semester of instruction. We can and should seize the opportunities offered in the semester-long course for credit. If we limit our presentation of government information to pointing to a group of shelves, or a computer, and declaring that “the documents librarian can help you,” or to mentioning the .gov domain as a sign of authority, we diminish the use of valuable resources as well as our students’ development as independent lifelong users of information. I further assert that a subject and interdisciplinary focus on government information best serves lifelong learning—one of the main goals of information literacy—and, indeed, citizenship.

The current research environment of keyword and federated searching and electronic publication does not facilitate presenting government information in isolation. After graduating, citizens and residents are unlikely to think of answering a question or satisfying an information need as “I need a book” or “a newspaper article,” but “I need information about this subject,” whatever the format. If we base our presentation of government information as subject resources throughout the term, we will enhance their value to researchers and their use. Because they offer ways and reasons to evaluate authority,
audience, and bias, government information resources can not only provide lifelong access to information, but also help us cultivate the inner resources to question and evaluate the nature of information. The ways we teach about government information resources in the information literacy course should reflect the multidisciplinary ways such information appears in the world around us.

*Emily Rogers is Reference and Government Documents Librarian at Valdosta State University.*
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Assessing Faculty Awareness of Library Services in Two Georgia Undergraduate Institutions

By Sofia A. Slutskaya, Rebecca Rose, Anne A. Salter, Laura Masce

Introduction

Student success can be linked to effective use of library resources for classroom assignments, especially research, and, as the originators of classroom assignments, faculty members are the prime motivators of student library use.

As librarians, our daily interactions with students help promote information literacy and its relevancy to the assignments originating with the faculty. We also promote library services and resources to the faculty, the key tacticians in the use of resources and services. Including faculty in this area of awareness is challenging, but nevertheless important in demonstrating the value of library resources essential for student success.

Determining a baseline of faculty awareness of library products and services makes traditional interactions with faculty, such as workshops and orientations, more effective. In order to determine this baseline, librarians in Georgia Perimeter College (GPC) and Oglethorpe University (OU) collaborated to survey their constituents. Results were obtained and compared to ascertain distinctions between use at a small, private liberal arts college and a large, commuter-focused, public institution. The results were indicative of the differences, yet revealing in areas of similarity of use.

Librarians know the importance of their product base, but demonstrating this value to other campus constituents is always challenging. The survey and its results provide an excellent benchmark from which further constructive interaction can be derived.

Methodology

The project used an online survey to capture data. The original survey was created by the GPC librarians. The Oglethorpe librarians used the same survey with slight modification to reflect OU’s lesser emphasis on online classes. The surveys were conducted by librarians at Georgia Perimeter College, a state community college, in Fall 2010 and Fall 2011; Oglethorpe University, a small, private, liberal arts institution, conducted its survey in Spring 2012.

The surveys targeted faculty and had similar goals, to:

- Explore faculty awareness of the library tools and resources.
- Increase awareness of library tools and resources available.
- Identify existing tools and services that faculty find useful.

The outcomes of the survey are better understood in the context of each campus’ environment.

Georgia Perimeter is a diverse, multi-campus college offering on-site and online classes in 38 programs of study, and it is the University System of Georgia’s third largest higher-education institution. According to the Office of Institutional Research in the Fall of 2011, GPC enrolled almost 27,000 students who were
taught by over 1120 faculty; of these faculty, over 350 were full-time. Stationed at each location is a campus library with more than 30 full- or part-time librarians. Holdings include over 300,000 physical items with 670 unique titles of print journals, magazines, and newspapers, and almost 60,000 e-books. GPC students have access to more than 200 electronic databases, including those in GALILEO and through additional database subscriptions. Even though GPC faculty are involved in research, their primary responsibility is teaching and supporting student learning.

Oglethorpe University is a small, private, liberal arts university offering on-site classes. The holdings include more than 147,000 volumes, 14,000 e-books, more than 200 databases, and electronic access to journals and publications. The full-time professional staff provides information literacy and online searching instruction to the campus, and two of the librarians teach a for-credit academic research class. Academic research instruction is also provided in the first-year experience program by offering two for-credit classes during the fall semester. While a few faculty members are experimenting with “hybrid” classes with discussions and learning occurring online through the campus course management system, most faculty use traditional face-to-face instruction. Oglethorpe University offers 28 programs of study, including a master’s degree in education. There were 1,158 full-time equivalent students in Spring 2012.

Because of the growing interest in online education and remote access to all resources and services, GPC chose to focus survey questions on faculty perceptions and awareness of electronic resources and services at the library. Oglethorpe University focused on similar aspects including services, products, and use of the same. Their survey was intended as an awareness-raising tool, as well as a system for feedback to improve services.

**Literature review**

Faculty use of libraries is extensively researched and discussed in professional literature. In recent years, the focus has shifted to studying the effects of the rapidly changing electronic environment on libraries’ relevance in higher learning settings. The national study “Faculty Survey 2009: Key Strategic Insights for Libraries, Publishers, and Societies” (2010), conducted by Ithaka S+R, sets the background of recent trends of library interactions with faculty. The survey outlined faculty perceptions of three traditional functions of the library: a gateway function (the library as a starting point for research); a buyer function (the library pays and manages access to resources); and an archive function (the library preserves and keeps track of resources).

ITHAKA’s study shows the gradual decline in the perceived importance of the “gateway” function and the increase in the perceived importance of the “buyer” function. The disturbing trend noted by the study that “…the library has been increasingly disintermediated from the research process…” (ITHAKA 2010, 8) can also be applied to teaching and learning. Many see “libraries developing new services and seeking to direct faculty attention to existing activities” as the solution to this dilemma (ITHAKA 2010, 10). Ithaka’s *Faculty Survey 2009* results, along with studies conducted by various higher education institutions in the United States, led Ithaka’s researchers to believe that “the relationship built through engaging faculty in supporting their own teaching activities may be an especially beneficial way to build relationship with faculty members more broadly.” (ITHAKA 2010, 10)

The ideas and suggestions emerging from faculty surveys conducted by librarians at the University of Iowa (Washington-Hoagland and Clougherty 2002), University of North Texas (Thomsett-Scott and May 2009), Pennsylvania State University (Cahoy and Moyo 2007) and
other institutions of higher education seem to support the ITHAKA S+R group findings (Hines 2006; Guthrie and Housewright 2011). The studies can be loosely divided into two groups: surveys of library faculty services in general, and surveys of faculty services developed specifically to support online teaching and learning. The articles by Washington-Hoagland and Clougherty (2002) and by Hines (2006) provide a summary of faculty surveys of library resources conducted between 1992 and 2004, and outline general trends. The authors point out tendencies for faculty “to be unaware of the range of information products and services already available in or provided by their institution’s library” (Washington-Hoagland and Clougherty 2002, 632). They also suggest that “faculty will make use of these products and services, whether electronic or not, when they are relevant to their needs and readily accessible” (Washington-Hoagland and Clougherty 2002, 632).

The studies of library resources used for online teaching put more emphasis on the faculty’s influence on student use of the library. However, the findings in both groups of studies are similar. Cahoy and Moyo (2007) point out faculty’s “low level of awareness and usage of library resources, coupled with low expectations of the library’s support.”( Cahoy and Moyo 2007, 11). Their study also revealed “that faculty who had themselves used online library resources and services were more likely to require and integrate use of the library into their courses”( Cahoy and Moyo 2007, 11).

The conclusion that faculty perception of the library “ultimately influences students’ use/non-use of the library” (Cahoy and Moyo 2007, 11, emphasis added) is a common denominator of all studies. These studies also suggest that a problem of low awareness “… could be solved by more aggressive marketing of these services through liaison librarians, including links in courseware…” (Thomsett-Scott and May 2009, 131).

Both GPC and Oglethorpe are undergraduate institutions. For this reason, when designing and conducting our own surveys, we concentrated on the faculty use of library resources for teaching and supporting student learning. Our survey results are similar to the results of studies discussed above. However, we believe that combining the knowledge of general trends from our survey findings, along with interacting with our faculty, will aid us in developing strategies to increase faculty, and inevitably student, involvement with the library.

§

Analysis and Results

An electronic survey was distributed to full-time and part-time GPC and Oglethorpe faculty through e-mail. At GPC, 1120 surveys were sent out and 337 responses were received (30% response rate). The total number of surveys distributed at Oglethorpe was 104; the total number of responses was 38, with the response rate equaling 37%. In both colleges’ surveys, demographic questions were included. Table 1 shows the breakdown of survey participants by subject area. The survey was voluntary. The response rate for different subject areas serves as an indicator of faculty use and interest in library resources.

Humanities (36.2% at GPC) and Social Sciences (42.1% at Oglethorpe) faculty were the most active survey participants.
Table 1: Courses by Subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>GPC(%)</th>
<th>Oglethorpe(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>5.3</td>
<td>7.9</td>
</tr>
<tr>
<td>Humanities</td>
<td>36.2</td>
<td>15.8</td>
</tr>
<tr>
<td>Social Science</td>
<td>14.8</td>
<td>42.1</td>
</tr>
<tr>
<td>Science</td>
<td>7.1</td>
<td>7.9</td>
</tr>
<tr>
<td>Math/Engineering</td>
<td>18.4</td>
<td>5.3</td>
</tr>
<tr>
<td>Health/PE</td>
<td>7.7</td>
<td>0</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>6.5</td>
<td>15.8</td>
</tr>
<tr>
<td>Foreign Language/ESL</td>
<td>4.2</td>
<td>13.2</td>
</tr>
<tr>
<td>Other</td>
<td>6.8</td>
<td>2.6</td>
</tr>
</tbody>
</table>

In addition to subject areas, GPC faculty reported their level of use of iCollege (GPC’s learning management system). Eighty-one percent (81%) indicated using iCollege in their courses, justifying GPC survey questions’ emphasis on electronic resources. As e-resources are easily incorporated into learning management systems, providing those kinds of resources benefits both online and face-to-face students and faculty.

Library services survey questions can be loosely divided in two groups. Faculty were asked if their students are required to use library resources and to define difficulties their students encounter when accessing and using library resources. Also, faculty were questioned about library resources they find useful for their classes and recommend to students.

As Figure 1 shows in both colleges, more than half of surveyed faculty requires their students to use library resources.

![Figure 1. Do you require your students to use resources as part of your course?](image-url)
The majority of respondents at GPC and Oglethorpe do not think their students are aware of existing library resources and services (Figure 2, Table 2). When asked about specific problems with using library resources, students’ reliance on general websites for their research was the highest ranking concern (68.9% at GPC, 94.3% at Oglethorpe). This data, in combination with faculty perceptions of students’ inability to evaluate the quality of information (52.5% - GPC; 62.8% - Oglethorpe) and to cite it properly (51.3% - GPC; 54.3% - Oglethorpe) indicates the need for a stronger role for information literacy instruction (IL) in partnership with the academic program. IL instruction and its relevance in resolving some of the observed weaknesses in students’ interaction with the library and its resources were further strengthened by faculty comments in follow-up meetings. Faculty mentioned the need for students to understand plagiarism and academic integrity.

![Figure 2. Do your students generally demonstrate knowledge of how to find and access library resources for their course work?](image)

**Table 2. What problems do you find your students facing with regard to using library resources for their course work**

<table>
<thead>
<tr>
<th>Problem</th>
<th>GPC</th>
<th>Oglethorpe</th>
</tr>
</thead>
<tbody>
<tr>
<td>They rely primarily on general web sites as research sources</td>
<td>68.5%</td>
<td>94.3%</td>
</tr>
<tr>
<td>They do not know how to evaluate the credibility/quality of a resource</td>
<td>52.5%</td>
<td>62.9%</td>
</tr>
<tr>
<td>They are not aware of the existence of many useful resources /services available to them</td>
<td>55.2%</td>
<td>60%</td>
</tr>
<tr>
<td>They do not know how to cite properly</td>
<td>51.3%</td>
<td>54.3%</td>
</tr>
<tr>
<td>They do not know how to search for and access library resources</td>
<td>36.5%</td>
<td>42.9%</td>
</tr>
<tr>
<td>They do not understand academic honesty or when to cite</td>
<td>43.3%</td>
<td>34.3%</td>
</tr>
</tbody>
</table>

At both schools, faculty were asked to rate their own awareness of specific resources and services. GPC’s survey included only e-resources and e-services. Both traditional resources and services (books, journals, library workshops) and e-resources (GALILEO, Libguides) were listed in Oglethorpe’s survey.
The results indicated that most faculty members are aware of GALILEO and other full-text databases. Table 3, however, shows a very high percent of unawareness of such library services as research guides (36% are unaware at GPC; 57% are unaware at Oglethorpe) or video tutorials (32% - GPC; 82% - Oglethorpe).

Table 3. Unaware of this resource

<table>
<thead>
<tr>
<th></th>
<th>GPC</th>
<th>Oglethorpe</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Ask a Librarian” email/chat</td>
<td>31%</td>
<td>39%</td>
</tr>
<tr>
<td>Galileo</td>
<td>5%</td>
<td>9%</td>
</tr>
<tr>
<td>E-books</td>
<td>15%</td>
<td>45%</td>
</tr>
<tr>
<td>Research Guides/Libguides</td>
<td>36%</td>
<td>57%</td>
</tr>
<tr>
<td>Video tutorials</td>
<td>32%</td>
<td>82%</td>
</tr>
</tbody>
</table>

Table 4. What resources do you find particularly useful?

<table>
<thead>
<tr>
<th>Useful Resources - GPC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>“Ask a Librarian” email/chat</td>
<td>13.4%</td>
</tr>
<tr>
<td>Galileo</td>
<td>44.8%</td>
</tr>
<tr>
<td>E-books</td>
<td>20.5%</td>
</tr>
<tr>
<td>Research Guides/Libguides</td>
<td>17.8%</td>
</tr>
<tr>
<td>Video tutorials</td>
<td>13.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Useful Resources - Oglethorpe</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GALILEO</td>
<td>39.4%</td>
</tr>
<tr>
<td>ILL</td>
<td>18.4%</td>
</tr>
<tr>
<td>Films</td>
<td>15.7%</td>
</tr>
<tr>
<td>Books</td>
<td>13%</td>
</tr>
<tr>
<td>Books, journals</td>
<td>13%</td>
</tr>
<tr>
<td>Libguides</td>
<td>13%</td>
</tr>
<tr>
<td>Reserves</td>
<td>5.2%</td>
</tr>
<tr>
<td>Workshops</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

An analysis of the list of resources that faculty found useful (Table 4) reveals a similar picture. In both cases, GALILEO and other full-text databases ranked the highest (44.8% at GPC, 39.4% at Oglethorpe). Clearly, the library is perceived as the provider of access to electronic resources. However, not all electronic resources rank equally for usefulness, especially e-books.

A surprisingly small number of GPC faculty found e-books useful in teaching online (20.3%). Thirty nine percent (39%) of respondents are aware of e-books but never use them for their classes. Faculty on the Oglethorpe campus did not regularly use e-books. In follow up meetings with faculty, indications to incorporate them into courses were rated as a very low priority. Table 4 indicates that additional services, such as electronic research guides, video tutorials, and e-workshops are considered less useful than full-text databases. For many faculty, the survey presented an opportunity to learn about library resources and services and thus contributed to its usefulness as an awareness raising tool.
Conclusions

The survey results present an interesting contradiction. Despite faculty acknowledging the importance of the library in student learning, they often do not take advantage of library resources and services. For example, the GPC survey comments mention faculty’s surprise and delight at both the quantity and quality of non-traditional library services. These comments and the survey data indicate that the issue is one of awareness. The library should improve faculty awareness of services and offerings to strengthen the use of the library and its resources by students.

The survey tool is perhaps the first place to raise faculty awareness of specific library services available for both faculty and their students. One unexpected benefit from conducting the survey was its promotional impact for the library. New contact opportunities were created as faculty responded to the survey.

The comment section acted as a conduit for the initiation of requests for services. Librarians used the information to conduct follow-up sessions. At Oglethorpe 55.2% of respondents indicated interest in working with a librarian to build a research / searching instruction session for their class. Forty six percent (46%) of surveyed faculty at GPC expressed interest in collaborating with librarians on research guides or online learning modules. Just over half of the Oglethorpe faculty requested meetings with librarians to collaborate on research projects and instruction sessions. Faculty want to work with librarians. When faculty are given the opportunity to request collaboration, they do, thus indicating that librarians need to take a more proactive role in forming a partnership with faculty.

Another way to be proactive with faculty is to increase librarian participation in departmental meetings. Opportunities arise for library involvement if librarians are present during brainstorming sessions or the early planning stages of course design. Engagement in the educational process at the institutional level can build relationships and partnerships. These collaborative opportunities provide assessment and evaluation possibilities for student learning outcomes and prove the library’s commitment to student success.

Sofia A. Slutskaya is Catalog Librarian at Georgia Perimeter College, Slutskaya@gpc.edu.

Rebecca Rose is Head Librarian of the University of North Georgia, Cumming campus, rarose@ung.edu.

Anne A. Salter is University Librarian of the Philip Weltner Library, Oglethorpe University, asalter@oglethorpe.edu.

Laura Masce is Reference Librarian at Philip Weltner Library, Oglethorpe University lmasce@oglethorpe.edu.
References


An Annotated Bibliography on Bias in Library Services and Collections

By Denise Dimsdale

Introduction

Twenty-first century advances in technology and a greater awareness of globalization and diversity create new questions about bias, ethics, and access. Users and librarians are interacting in different ways as virtual environments create new means of communication and access.

Navigating such virtual tools can produce situations where biases may influence service and resources. Technological advances in search engines and collection development tools may produce situations where a librarian’s access to resources is biased. Additionally, changes in economic, cultural, and political climates may lead the librarian to question advocacy and neutrality.

This bibliography of selected resources, published from 2004-2012, was selected to address these concerns and to serve as an updated extension of previously published bibliographies on similar topics. This bibliography is divided into five sections. The first three sections address bias as it relates to public services, technology, and collection development. The fourth section includes collections of editor selected articles. The fifth section includes two other bibliographies about bias.

I. Bias in Public Services


As patronage becomes increasingly diverse, it is important for librarians to be multi-culturally competent in order to set aside biases and appropriately serve all patrons. Elturk, Outreach Librarian for Boulder Public Library, discusses personal experiences as an immigrant in the United States. She describes a variety of situations and includes scenarios about her experiences with diverse cultures within her library.

The described scenarios relate situations that may be applicable for librarians working in outreach, reference services, and many other situations in both public and academic libraries. Elturk’s suggestions for competency revolve around understanding other cultures by experiencing them in person and by experiencing primary sources of writing and creative works. The author stresses the importance of listening to the perspectives of those within a culture rather than focusing on what others have to say about a culture that is not their own.

The mindset of accepting others and offering a safe place where people share their experiences is emphasized. Examples of how mainstream culture and language barriers may alienate some individuals are given, and suggestions about how to be more inclusive are offered.


This article comments on the technology brief, “Participatory Networks: The Library as Conversation,” commissioned by the Information Technology Policy Office of the American Library Association. Lankes begins by explaining conversation theory and knowledge
production in relation to social networking and the Internet. He shows how users' expectations to participate in these online environments exemplify user's expectations of participation within the virtual library and the brick and mortar. The concepts presented are applicable for creating a culture of participation amongst libraries and communities. Lankes uses individual examples of interactions such as virtual reference and user input in library catalogs. Lankes also explains how conversation and the participatory environment are fundamental to ethical settings. In particular, Lankes argues that all individuals and organizations have biases, and that the ethical thing to do is make these biases known.

Through admission of personal biases, librarians can create a participatory environment where conversation actively engages the individual and the community. The ethics of librarianship are grounded not only in the librarian profession but also within the community that a library serves. Lankes describes participation in the form of conversation as a negotiation between the librarian and the user, as well as, the library and the community.


Pnina Shachaf is a faculty member in the School of Library and Information Science at Indiana University. Sarah Horowitz, at the time of this publication, was a master of library science student at Indiana University (http://www.slis.indiana.edu/news/story.php?story_id=1381).

In this study, the authors examine whether virtual reference services via email are provided in an equitable manner in academic libraries. Twenty-three Association of Research Libraries (ARL) members participated. Results were coded and evaluated based on the International Federation of Library Associations (IFLA) digital reference guidelines and the Reference and User Services Association (RUSA) guidelines.

The study uses the patron’s name to imply ethnicity in the reference query. There are five queries and six names associated with six email accounts used in the study.

Many aspects of customer service were considered including situations such as the number of answers to a request, the length of the answer, and the length of time that it took to answer the query. The study concludes that Arabs and African Americans were discriminated against and that Caucasians received the best level of service. Suggestions for improved equality of service are given.


Thompson, a reference librarian at the New York Public Library, relates her experience with assisting two reference queries where each patron asks a similar question of a sensitive nature. One patron asks the question in person, whereas the other patron asks the question using virtual reference via Second Life. The person seeking assistance in-person was nervous, and the person seeking assistance via virtual reference seemed much more comfortable.

Thompson suggests that these differences are due to actual or perceived biases of the real world and the idea of anonymity and acceptance in the virtual world. In discussing such situations with her colleagues, she goes on
to discover that sensitive questions are more common in Second Life than in the online chat environment.

II. Bias in technology


Dong, Loh, and Mondry, researchers at the Bioinformatics Institute, explain the benefits and limitations of the impact factor (IF) as it relates to scientific publications in this narrative review. The language is easy to understand and works well to inform the librarian who needs to use and understand such tools for collection development, readership recommendation or research. The article explains how the IF is calculated and explains factors that bias the calculation. Misunderstandings about IF and various uses of the tool are discussed. Explanations about improvements in IF calculations are included, and alternative assessment tools are suggested. The article concludes by examining the factors that professional groups should consider when using IF.


Granka is a User Experience Researcher at Google and a PhD student in the Department of Communication at Stanford. In this article, Granka’s writing style is accessible.

The information that she offers will be helpful for researchers and reference librarians who want to know more about how search engines retrieve and display information. Granka explains societal and political influences of search engines using such topics as search engine bias, web ranking, and the continuous development of online searching.

One of the main themes throughout Granka’s article is the idea of the democratized Internet versus the Internet as marketplace. Technology has a lot to do with this theme, and Granka discusses technological developments such as the search engine algorithm. She includes a lengthy explanation about how algorithms configure ranking using linguistics, popularity, user behavior, and other cues.

Granka concludes that future research needs to focus on the analysis of specific queries in order to determine source diversity within the context of the search.


This rather technical and detailed article explains how web information retrieval systems are evolving into personalized systems. In personalized systems, search algorithms are biased in order to retrieve more relevant results. The author uses Amazon’s recommender system as one example of a personalization. The focus of the article is in comparing PIR (Personalized Information Retrieval) and AH (Adaptive Hypermedia) systems. The article is included to inform librarians of the limitations and strengths of such systems. Librarians who are aware of the makeup of personalized search algorithms are more likely to find ways to compensate for limitations that may bias search results in a negative way. Though the article focuses on the benefits of personalization, section 6.3 discusses the challenges of such systems.
Some challenges include the realization that personalized systems may not retrieve opinions that contrast those of the user. Search results could be biased toward political or commercial incentives rather than user information needs. A user may also fail to question the guidance of the search engine.


Storts-Brinks, School Librarian, describes a lengthy struggle concerning the Internet filtering system at the Knox County school district in Tennessee.

While assisting students at the Fulton High School library with finding resources for essays, she noticed that some important resources were blocked. One of the resources that she mentions, the Gay Lesbian Straight Education Network (GLSEN), was blocked even though the organization is endorsed by the National Education Association (NEA).

Furthermore, she noticed that any site that presented information about LGBT in a positive way was blocked, while sites that presented disapproval of LGBT issues were mostly available.

Storts-Brinks goes on to describe her long and frustrating struggle to ensure the availability of LGBT resources. Ultimately, this struggle resulted in the lawsuit, Franks v. Metropolitan Board of Public Education. The outcome resulted in the unblocking of the LGBT category.


This book will help researchers and reference librarians understand the nature of bias in search engines such as Google.

Segev, currently a lecturer at Tel Aviv University, expands many of the ideas in his previous article, “Search engines and power: A Politics of (mis-) information” and focuses on the dominant search engine, Google. He extrapolates on the way in which search engines work, specifically Google, and illustrates how Google exacerbates the digital divide and creates biases that may not be readily evident in search results.

Beginning with background information on the historical concept of knowledge as power, Segev relates various ways in which the organization and dissemination of information can create inequality. For instance, page ranking mechanisms define relevancy by popularity.

In this manner, the popular become more popular and the less popular become marginalized. This type of search strategy biases information results and does not meet the challenges of search engines to provide access to the deep web. Alternative search engines offer additional resources, but the deep web remains problematic.

Additionally other biases such as the English language and U.S. world views dominate the rest of the world’s view through Google. This is most readily apparent in Google News, Google Earth, and Google Maps. Personal customization tools are also designed to limit access to results that are interesting to the individual user. However, this type of tool can also create results that widen the gap of the digital divide.

Chapter four, “Users and uses of Google’s information”, presents a two-year study that analyzes search queries in relation to the digital divide. The search query analysis includes three indicators: economic and political value, variety
of uses, and specificity of search. Correlations between information skills and search results are discussed.

The study finds that search skills and trends vary by country. Additionally, ideas about global economic and political influence, as well as ideas about commercialization and media trends are discussed.

The book ends with a discussion of the future of search engines. Segev emphasizes a need for better multi-media searching strategies. He concludes that the challenges of the deep web and target advertising are indications that the future of the digital divide will be more about individual customized search engines than other types of access.

III. Bias in Collection Development


This article is especially helpful for those considering collection development issues that may be influenced by political situations.

Highby, Acquisition/Sericals librarian, references the idea that the current political era in the U.S. as one where the country is divided almost equally between liberals and conservatives. She states that this division contributes to a contentious era which may affect academic freedom and influence collection development decisions. The State of Colorado House Bill 1315, introduced in January of 2004, is used as an example. While Highby upholds the concepts of neutrality, she uses this bill to illustrate how advocacy may be appropriate if it ensures academic freedom or is applicable to upholding professional ethics.

Highby offers suggestions to encourage the atmosphere of intellectual freedom by advocating teaching and training about ethics and knowledge production.


Morrisey, from Gleeson Library/Geschke Center-University of San Francisco, briefly discusses the first seven statements in the American Library Association’s (ALA) code of ethics from a collection development standpoint.

He states that, along with the ALA Code of Ethics, every librarian needs to use the collection development manual from their library as a tool to assist in making appropriate and unbiased decisions.

He continues with a section entitled “beyond the code of ethics...” Here he states that it is optimal to have checks and balances within the library about decisions regarding collection development.

He also discusses difficult situations where working with vendors who offer perks can potentially create biased decision making.


This editorial article was chosen because it provides an awareness of how current political situations, stock selection processes, and librarian controlled collection development relate to one another.

The article reflects on issues brought forth in
the report “Hate on the State” written in 2007 by the Centre for Social Cohesion. “Hate on the State” reports that the Tower Hamlets library in east London built an unbalanced collection of Islamic books that sways heavily toward the radical Islam perspective. Moreover, the article goes on to state that the ideas of radical Islam were then promoted by the library as such books were presented in featured display areas.

McMenemy counters the arguments presented in “Hate on the State” with a focus on guarding against censorship. Though he admits that it is regrettable the Tower Hamlets collection was not more balanced, his main focus is on the importance of using librarians to ensure this balance.

Most libraries in the UK use some sort of stock selection process. McMenemy questions this process as a probable cause of an imbalanced collection. He emphasizes the importance of librarians maintaining the responsibility of the selection process and advocates against outsourcing it to save money or time.

**Quinn, Brian. “Collection Development and the Psychology of Bias.” The Library Quarterly 82, no. 3 (2012): 277-304.**

The author begins by discussing approaches to the problem of bias in collection development. He shows examples of how, overall, the literature emphasizes dealing with bias from a philosophical perspective. This philosophical perspective includes adhering to a set of values or ethics.

However, Quinn explains that this focus in the literature is inadequate as it does little to address the more critical nature of the psychology of bias. A detailed explanation of the psychology of bias and its potential effect upon selectors ensues. Quinn clearly defines perspectives and terminology in an easy to read and thought provoking way. This unique perspective in the literature will help librarians more fully understand and deal with aspects of bias that may be unconsciously affecting the selection process.

Quinn makes suggestions for ways that individual librarians may become aware of their biases. He also makes suggestions for how to deal with those biases once the librarian is aware of them.

Finally, Quinn offers ten solid suggestions at the group level for how libraries can create and encourage practices to keep biases in check.

**IV. Collections of selected articles about bias**


This special journal issue provides an overall scope of how gender-related biases affect information and services in libraries. The editors chose materials reflective of the current environment.

Though a variety of topics are discussed, the main focus is the inequalities and needs of women. The issue provides an introduction and organizes twelve informative articles into four groups. The first group focuses on the roles of women. The first two articles are about meeting the information needs of adult women through programming and user studies. The third focuses on archiving the histories of women in underrepresented groups.

The second group is composed of three articles on gender and youth. There is a study on gender and computer usage for ages 4-8 and a separate study on the same subject for ages 14-17. In the final article of the group, the author discusses the history of how reading has
been promoted for children. The discovery that reading promotion was frequently based on gender role expectations led the author to conclude that equal promotion for boys and girls is needed despite society’s gender role expectations.

The third group is about information resources for women. The first article is about women’s health and gender-specific medicine. A timeline detailing the inclusion of women in medical research is included. Due to the long lead time of translating research into practice, the author states that librarians can play an important role in advocating for the dissemination of this type of information. The second article analyzes the databases Women’s Studies International, Contemporary Women’s Issues, and GenderWatch. This analysis is intended to assist libraries in making purchasing decisions. The third article discusses findings of a decade by decade analysis of 437 biographical reference works on female subjects.

The fourth and final group discusses information literacy, questions the neutrality of information, and offers suggestions for promoting the equality of information. The first article in this group discusses developing a college course where feminism and information literacy are brought into the classroom. The second article discusses how organized information can be biased and suggests alternatives to traditional Aristotelian logic. The final article offers suggestions for how library information science professionals can promote equality for sexual minorities.


Most of the articles reflect on some aspect of the political nature of librarianship. The book often reiterates ways in which neutrality is impossible and often equates the ideology of neutrality with the attitude of indifference. Various subjects such as corporate influence, balanced collections, social responsibility, politics, activism, information criticism, and the meaning of neutrality are discussed.

Each article concludes with a list of works cited. For those who are interested in a variety of perspectives about the nature of bias in libraries, the entire book is worthy of reading. A few articles are highlighted below:

Acquisitions and collection development librarians may be especially interested in “Corporate Inroads and Librarianship”. Concerns over ways in which corporate hegemony infiltrates itself into the library are discussed in this article. The author, Peter McDonald, explains that libraries increasingly subscribe to online databases that give up library ownership and transfer control over access to corporations. Additionally, he points out that acquisitions and many other aspects of librarianship are also being outsourced to corporations.

For those interested in social responsibility, the article, “A Few Gates Redux,” by Steven Joyce, covers the history of the Social Responsibilities Round Table (SRRT) of the ALA. The article begins with a reflection on the outrage of many librarians concerning the cover of the July/August 1992 edition of American Libraries. The photo depicted people standing behind a banner that read, “Gay and Lesbian Task Force American Library Association.” Debates surrounding the idea of neutrality verses social responsibility are discussed.

Librarians teaching information literacy may be especially interested in John Doherty’s essay,
“Toward Self-Reflection in Librarianship: What is Praxis?” Doherty defines praxis and describes its relevance for librarianship. He uses the reference interview to exemplify the need for librarians to be self-reflective. He also describes how his dissatisfaction with scavenger hunt assignments compelled him to create a student led learning environment. Doherty explains that librarians often rely on ineffective technical methods. An effective approach involves studying the outcomes of information literacy instruction on student learning and responding to those outcomes with critical analysis.

V. Bibliographies


As assistant engineering librarian at Pennsylvania University, Osif uses some compelling quotes to discuss the tensions that may exist when confronting ideas about selection and censorship. She provides a bibliographic essay that focuses on recently published material. Many resources are included in her essay. A few of the resources that she discusses are listed below:

- Fundamentals of Collection Development and Management by Peggy Johnson
- Purity in Print: Book Censorship in America from the Gilded Age to the Computer Age by Paul S. Boyer
- Censorship by Gail Blasser Riley
- The Limits of Tolerance: Censorship and Intellectual Freedom in Public Libraries by Ann Curry
- Censorship and Selection: Issues and Answers for Schools by Henry Reichman

Steiner, Sarah. “Personal Bias in Library Collections and Services.” University Library Faculty Publications (May 1, 2004), http://digitalarchive.gsu.edu/univ_lib_facpub/18.

Steiner, currently the Social Work, Honors College, and Virtual Services Librarian for Georgia State University, presents a brief annotated bibliography discussing many aspects of personal bias for the library profession. She includes the following topics: subject heading bias, self-censorship by school media specialists, bias in the reference interview, bias based on publishing firms, political bias, multicultural needs, bias and censorship in collection development, and bias in supposedly diverse collections.

Denise Dimsdale is Education Librarian at Georgia State University, mmdimsdale@gsu.edu
Agnes Scott College

McCain Library is pleased to be part of the College’s Greatness Before Us capital campaign which entered its public phase on October 26, 2012. The fundraising goal for McCain Library is $500,000 under Innovative Programming.

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In late November, the library welcomed Stephanie Marinone as Technical Services Assistant. Ms. Marinone is an alumna of Smith College (2003, Art History) and has a graduate certificate in Book Arts (Oregon College of Art & Craft, 2009). She has eight years of relevant experience, including a stint at Powell’s Books in Portland, Oregon and in the archives at the University of Connecticut.
**In the News**

**Athens Regional Library System**

**The Boomers Video Archive**

The Athens Regional Library partnered with the Lyndon House Arts Center to create *The Boomers: Reflecting, Sharing, Learning*. Funded by a leadership grant from the U.S. Institute of Museum and Library Services, the project creates lifelong learning programs thought up by local baby boomers, which can be attended in person, seen live from a computer or viewed later in the video archive.

The video archive has become the preferred way for community members to attend the programs. It includes twenty-five Community Snapshots as well as a continually growing number of interviews with Vietnam veterans. Some videos have been viewed hundreds of times each after being posted a few months. Of our two annual events, *Athens Rockin’ Roots Revisited* and *The Mystique of the Automobile*, the latter was viewed more than 4,000 times.

The video archive helps the library and its partner “extend the walls” outside the physical building. The projects also helped build a sense of community by asking local people to share their interests and knowledge and allowed people new to the community learn about the area’s rich history.

The grant is in its third and final year. Athens Regional is creating a “best practices” manual to share what they learned with other museums and libraries.

Visit the project’s website at [http://boomersinathens.org](http://boomersinathens.org).

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**Renovation of Athens-Clarke County Library**

A two year renovation project will be completed in April 2013 when the Athens-Clarke County Library has its formal dedication ceremony. The 22,000 square foot addition to the Baxter Street Library has been eagerly anticipated by the community. Since the library continued to operate in the building during the project, patrons have been able to see every step in the process, including the dust and inconveniences as well as the expansion. In fact, “Bob the Builder” was nominated for the staff member of the year! The library, which enjoys a circulation of over 1.2 million and 700,000 visitors annually, will offer an enhanced children’s area, expanded Heritage Room, and more public spaces.

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**Toby Mayfield Wins 2012 Staff Distinction Award**

Toby Mayfield, a children’s assistant at Athens-Clarke County Library and branch manager at Winterville Library, was named the recipient of
the 2012 Athens Regional Library System Staff Distinction Award at the system’s annual Staff Development Day on November 12. Mayfield has been with ARLS for three years. She received a plaque, certificate, restaurant gift certificate and a day off with pay!

Sarah Reynolds hired as Adult Services Coordinator at Athens-Clarke

Sarah Reynolds has joined the staff at Athens-Clarke County Library as Adult Services Coordinator. A graduate of the MLIS program at the University of Alabama, Sarah has ten years’ experience in public libraries. Previously Assistant Director for Chestatee Regional Library System, Sarah is excited about the opportunity to expand her library experience at ARLS. “I am so pleased to join such a dynamic, innovative library system!”

Athens-Clarke County Library Awarded Grant for Ukuleles

Athens-Clarke County Library recently received a mini-grant from local organization Athfest Educates! to fund a series of afterschool music education programs featuring ukuleles. The library purchased ten ukuleles with carrying cases and two electric tuners. The grant also provided funds for an instructor! The program series will target children ages 5-10 with five weeks of after-school classes. At the end of the series, each participant will receive a CD of their group performances. At the end of the grant period, the instruments will be available to borrow for enjoyment and practice.

Athfest Educates! is associated with Athfest, an annual music and arts festival in Athens and is a year-round effort to share Athens’ rich musical heritage with local students by providing funds for music programs.

Friends of Athens-Clarke County Library Launch Engraved Paver Fundraiser

The Friends of Athens-Clarke County Library recently started selling engraved pavers at the library as a fundraising campaign. For $100, contributors can honor a loved one, celebrate the love of reading and show their support of this community resource with an engraved paver on the library’s new Reading Garden Patio. Donations are tax deductible and proceeds will benefit programming and services at the Athens-Clarke County Library. More information about the program is available online at http://www.clarke.public.lib.ga.us/arls/support/pavetheway.html.
**Kennesaw State University**

On October 9, 2012, the Horace W. Sturgis Library had the ribbon cutting for the new Graduate Library. “We wanted to create a graduate library because for years and years we were an undergraduate institution, but all that’s changed now,” said dean and assistant vice president for library services, Dr. David Evans. KSU offers 26 master’s programs, an education specialist degree and four doctoral programs, as well as four graduate certificate programs. The third floor, $1 million renovation includes new furniture, carpeting, seven group study rooms, and three additional classrooms. Two PhD graduate librarians, Mary Wilson and Elisabeth Shields, have been hired. Cheryl Stiles, associate professor of library science, is also a part of this team.

Barbara Milam, assistant director and associate professor, technical services, retired from the library on November 30, 2012. Ms. Milam began working at the library in 1985. Previously, she had worked ten years at Georgia Tech. She was the “to-go-to” person for any cataloging question. We will miss her.

Ashley Dupuy, interim assistant director for instructional services, access services, was given the McJenkin-Rheay Award at Council of Media Organizations (COMO) this October. This award is given to a librarian early in her career who has made an outstanding contribution to the Georgia Library Association.

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**How God Became English: the Making of the King James Bible** exhibition closed at the end of October after a successful run in the Athenaeum on the second floor of the library.
North Georgia Technical College, Blairsville

Halloween Storytelling

Sounds of howls, groans, and scraping fingernails filled the Blairsville campus of North Georgia Technical College during the first annual Halloween storytelling event held on October 23, 2012.

The storytelling session was sponsored by Chris Bryant, Campus Librarian, and Dorothy Hansen, English Instructor, and English students were able to share their favorite scary stories – true or otherwise.

The librarian displayed books describing storytelling structure with story samples. Several students summoned up the courage to share stories with the gathering and a classic sound recording by Alfred Hitchcock involving a man who picks up a hitchhiking ghost was shared as well.

Mr. Bryant performed a story told in three parts which recounted multiple encounters in western North Carolina on a cold October night with an eerie half-deer, half-woman creature.

Yikes!

Twenty people attended the fun event, including students, several staff and faculty of NGTC. The library’s activities are fun, engaging, and vital to the support of the school curriculum and the students.

Contributors: Dorothy Hansen and Chris Bryant
Contact Chris Bryant: 706.439.6320 cbryant@northgatech.edu.
University of Georgia

Georgia Collections Sought for Nationwide Digital Library

The Digital Library of Georgia is accepting applications now through Jan. 25 for original, unpublished historic materials significant to Georgia to be digitized and included in a nationwide digital library.

Georgia libraries, museums, historical societies, archives and other cultural heritage repositories are invited to submit applications for up to five collections each to be considered for digitization and subsequent inclusion in both the Digital Library of Georgia and the Digital Public Library of America (DLG). Applications can be found at http://tinyurl.com/d8yt8k6. Selection of materials to digitize will be made according to the availability of resources and the DLG collection development policy, which can be found at http://dlg.galileo.usg.edu/AboutDLG/CollectionDevelopment.html.

DLG will partner with Lyrasis for the conversion of selected content, and staff hired through the grant funds will create descriptive records.

The University of Georgia and GALILEO are helping build a nationwide digital library with support from the John S. and James L. Knight foundation and the Arcadia Foundation. The DPLA launched last summer by Harvard University is a groundbreaking project making the nation’s local archive digital, searchable and freely accessible. A grant from the Knight Foundation gave $1 million to create pilot sites with libraries in Georgia, Kentucky, Massachusetts, Minnesota, Oregon, South Carolina and Utah serving as regional hubs. Georgia’s share of the foundation grant, together with funding from the Arcadia Foundation, was $350,000.

Toby Graham, UGA’s deputy university librarian and director of the Digital Library of Georgia reports “We are so pleased to contribute to this national effort and to make sure that the record of Georgia’s history and culture is represented.” According to Graham “this project will allow us to issue a call for nominations from libraries and archives and other institutions around the state to add content to the Digital Library of Georgia, which will serve as a pipeline into the Digital Public Library of America.”

Based at the University of Georgia Libraries, the DLG has operated since 2000 as part of Georgia’s GALILEO virtual library. DLG now includes more than a million digital files estimates director Graham.

Beverly Blake, a program director with the Knight Foundation, says, “Georgia’s public archives – in libraries, colleges and universities – have a rich collection that we’re eager to share with the world.” For more information on the DPLA, see http://dp.la/ or contact Sheila McAlister at mcalists@uga.edu or Toby Graham via E-mail at tgraham@uga.edu.
University of West Georgia

Ingram Library at the University of West Georgia (UWG) will be hosting an exhibition of the 2012 Paul Revere Award for Graphic Excellence winners from February 4-23, 2013 in the Thomas B. Murphy Reading Room. The Music Publishers Association of America makes these annual awards to the music scores that represent the best in modern publishing.

In conjunction with the exhibit, Ingram Library is sponsoring a concert on Tuesday, February 5 at 7:00 p.m. in the Murphy Reading Room, followed by a reception in the main lobby. The concert will feature UWG music faculty, current and former students, alumni, and members of the community. For more background about the awards, please see http://www.newmusicbox.org/articles/2012-paul-revere-awards. For more information about the event, please contact Shelley Smith at shelley@westga.edu or 678-839-6351. Everyone is welcome!
Georgia Library Association Technical Services Interest Group Research Working Group

At the January 2012 meeting of the Technical Services Interest Group (TSIG) at the Georgia Library Association Mid-Winter Planning Conference, Amy Eklund proposed creating a working group to explore using TSIG as a vehicle to promote statewide technical services research. The TSIG Research Working Group was thus established, comprised of TSIG members from academic, government and public libraries:

Amy Eklund (co-chair), Georgia Perimeter College
Guy Frost (co-chair), Valdosta State University
Hyun Kim, Kennesaw State University
Adam Kubik, Clayton State University
Ayaba Logan, U.S. Army Criminal Investigation Laboratory
Ann McGee, Reinhardt University
Jolanta Radzik, Chattahoochee Valley Libraries
Melissa Roberts, Georgia Perimeter College

Sofia Slutskaya, Georgia Perimeter College
Linh Uong, Hall County Library System

To lay the groundwork for promoting collaboration and research, the working group initiated two projects: 1) to conduct a literature review on the value of technical services departments and trends, and 2) to create a database registry of technical services research.

The literature review is still in the planning stages, but contributions to the database registry are now being accepted via http://bit.ly/VeZjCx. The registry will include individual and group research projects (published and unpublished) conducted by Georgia librarians, staff and library school students in the last 15 years, and encompass topics in the areas of cataloging and metadata, serials, acquisitions, collection development, systems, and technical services management. Individuals who have conducted research meeting these criteria are encouraged to contribute to the registry. Please contact the authors for additional information.
Libraries are Such a Drag Calendar

We LOVE libraries! If you love libraries too then get yourself, your family, and your coworkers a calendar. All proceeds donated to the Georgia Library Association, Beard Scholarship. Calendars can be purchased at Java Monkey (Decatur, GA). Or online by clicking the PayPal link.

This calendar was made possible by the hard work and high jinks of Atlanta's best and brightest library lovers. Special thanks to Kara Johnson for offering her photography skills, Victoria Lane for sharing her graphic design magic, and of course a shout out to the best coffee shop in town, Java Monkey, for selling the calendar.


GLQ News Note

Please note that the Photo Contest announced this past fall has been modified as a result of low participation. The contest will be relaunched soon as a combined GLA – GLQ project, designed to gather enough photographs to produce a calendar which will be used for fundraising. For details, please contact Christina Teasley, North Georgia Technical College, mailto:cteasley@northgatech.edu for more details.

One way to engage twenty-first century learners in the research process is to provide access to appropriate tools that effectively meet their information needs. If such a learner is interested in exploring a wide range of topics on African American literature, then the Encyclopedia of Hip Hop Literature is a good place to begin the research process. The Encyclopedia of Hip Hop Literature, edited by Tarshia Stanley, PhD, an associate professor of English at Spelman College in Atlanta, is a valuable resource for contemporary scholars, researchers, and librarians. In particular, the encyclopedia benefits those with a general interest in learning more about African American studies. The volume contains annotations of African American popular culture works. Included are a variety of subject categories such as memoirs, films, music, magazines, self-publishers, and cultural critics, just to name a few. Hip Hop Literature contains entries of both fiction and nonfiction titles related to hip hop as well as a selected bibliography. The varied content includes works of notable scholars such as Michael Eric Dyson and celebrity radio and television personalities such as Wendy Williams—thereby offering a range of knowledge for the novice or scholar. Readers may discover hip hop pioneers like Chuck D. and Russell Simmons, challenge their thinking by exploring the works of activists Kevin Powell and Sister Souljah, and lighten up with fanzines and films. Readers will also appreciate the further reading section at the end of each entry that allows them to learn more about their subject. The book is clear, concise, and well-organized. The Encyclopedia of Hip Hop Literature is recommended for library users interested in pop culture, African American studies, or urban literature, and for individuals with an interest in popular culture.

Angiah Davis is a Reference Librarian at the Atlanta University Center Robert W. Woodruff Library.