Gordon State College
Hightower Library

On the west side of the Gordon State College campus sits Hightower Library, recently re-opened after undergoing a complete renovation. The building was not the only thing to undergo changes. Upon re-opening its doors, the library received a new name that reflects its mission to support individual and collaborative group study. It is now officially known as the Dorothy W. Hightower Collaborative Learning Center & Library (CLC & Library). Dr. Sonya Gaither, director of Hightower CLC & Library since 2014, was instrumental in spearheading the library’s renovation. It was under her leadership that the Board of Regents proceeded with the $4.2 million renovation. Building renovations began in the summer of 2015, and the grand re-opening was held on April 21, 2016. Included among the 888 guests that day were speakers former Executive Director of Library Services Merryll Penson, Vice Chancellor Shelley Nickel, and Regent C. Thomas Hopkins, as well as the Hightower family.

Hightower Library was originally constructed in 1976, but its recent renovation is helping to bring Gordon State College into the twenty-first century. The updated facility boasts a number of modern conveniences from writable surfaces to a self-checkout machine for books. Though no additional square footage has been added, many guests have remarked how much bigger the library seems. This is due to a more open floor plan as well as the addition of windows that flood the building with natural light and that allow visitors a prime view of campus.

Upon entering the library, visitors will find a spacious study lounge, equipped with plush seating, tables, and vending machines. Beyond this area lie the circulation desk and a computer station, which features sixteen computers, two printers, two ScannX machines, and a self-checkout book machine. An additional twenty computers are located behind the reference collection, giving students access to a total of thirty-six computers. The library also provides two microfilm readers, twelve laptops that may be checked out by students, and thirty laptops that are used for classroom instruction. The general collection is located on the second floor, along with eight individual study rooms, nine group study rooms, and two classrooms (all of which may be reserved online). Each study room is furnished with a desk, chairs, writable walls, dry-erase markers, and erasers. The group study rooms also feature large screens equipped for laptop hookup.

Hightower Library is currently staffed by five librarians and three library assistants, three to
four student workers each semester, and interns and volunteers. The library’s holdings include 102,757 books, 27,417 electronic books, 9,637 microfilms, and 4,785 audio-visual materials. Additionally, the library subscribes to 48 print magazines and provides access to over 8000 full text online journals in GALILEO. With its extensive collections, both print and electronic, and its newly updated facilities, Hightower CLC & Library remains a vital component of the Gordon State College community.

To learn more, visit the library’s website at http://www.gordonstate.edu/library/ or follow the library on Facebook and Instagram.
The Max Brown Family Resource Library services the families, patients, and visitors of Scottish Rite Hospital, part of the award winning Children’s Healthcare of Atlanta hospitals. The library is centrally located on the first floor of the hospital, and visitors easily see its collections, reading exhibits, and smiling volunteers and staff members through the inviting glass walls that make up the front of the library.

The primary purpose of the Max Brown Family Resource Library is to provide understandable and reputable medical information to patients and families regarding the conditions that bring them to the hospital. During times of stress and anxiety that often come with hospital stays, the library staff caringly works to provide sound medical information to families. This enables families to have the vocabulary to converse with clinicians and to feel confident to participate in health care decisions.

To fulfill the library’s mission of enhancing the lives of children by empowering families through knowledge, the library provides both print and electronic medical collections that reflect areas of patient care available at Children’s Healthcare of Atlanta. Additionally, the library provides hundreds of children’s, teen, and adult books; a significant DVD collection; computers and tablets for parents and children; magazines; and games to entertain families and to help them pass the time during their hospital stay. The library also has a variety of anatomical models and posters often used by hospital staff to explain complex medical procedures to the patients, and the library is occasionally used by hospital staff as an engaging place to hold informational meetings for children and parents.

In addition to its collections, the library provides great programming for the children, including story times led by library volunteers, “Reading to Rover” and therapy dog visits in the library, and Legos in the Library (where patients can come build a Lego set thanks to “Little Bricks of Hope”).

The library is staffed by a Family Library Coordinator, several library assistants who have library science or medical degrees, and by a wonderful team of volunteers.

To find out more about the Max Brown Family Resource Library, please visit: [http://scottishrite.mysurpass.net](http://scottishrite.mysurpass.net)
Odum Library’s New Media Center  
Valdosta State University

Odum Library’s New Media Center (NMC) has successfully adapted to changing times. Since it first opened over thirty-five years ago, it has constantly evolved to support the needs and demands of students at Valdosta State University (VSU). As a result, the NMC has transformed into one of the most innovative spaces for student use in an academic library in Georgia.

Keeping pace with technological innovations, the NMC has been able to acquire devices and items that have become indispensable to students. One of the New Media Center first offerings that complemented this ideology was a large format printer. Large format printing supports students who participate in undergraduate and graduate research symposia and require professionally printed posters to present their projects.

This innovation continues today. The New Media Center has purchased a 3D printer and made strides on campus, transforming the mindset of what “media” means to the campus. Currently, the NMC is working on expanding the 3D printer program even further by creating a full 3D creation lab, complete with 3D scanners and modeling software so students can translate their own designs into a tangible product using the 3D printer.

In addition, the New Media Center provides spaces that support creativity and foster an environment of learning for students, staff, and faculty. Faculty can schedule workshops to learn how to integrate new digital content and software/hardware into their courses. Students can also take advantage of classes and workshops to learn how to use different programs that will help them become more competitive in the job market. After learning about these new technologies in NMC’s workshops, students and faculty get hands-on experience in one of the audio-video editing labs. In addition, the NMC supplements these spaces with resources that students, faculty, and staff can check out to create new media on the go. Circulating equipment includes laptops, GoPro cameras, PA systems, and much more.

The real stars of the NMC are the employees who truly represent the Valdosta State University mission of providing a caring and welcoming learning environment. This philosophy is important in libraries because there is often anxiety surrounding change, especially when new technologies are involved. The New Media Center helps the VSU community navigate the fast-paced changes to technology while continuing to innovate so that current and future students can be successful in their academic and working careers.

To learn more information about Valdosta State University’s New Media Center, visit: http://www.valdosta.edu/media.
It is my pleasure and a great honor to serve you as the Georgia Library Association (GLA) president for 2017. As I have looked over the history of the Georgia Library Association, each president brought progress to the organization during their tenure, through his or her individual talents and interests. With too many to mention over the years, I would like to highlight my two most recent predecessors and how their contributions will significantly impact and pave the way for my time as president.

Lace Keaton (2015) coordinated an exciting and vibrant COMO conference, and membership reached an all-time high during her presidency. The GLA and COMO budgets left us in great financial standing for the year to come. She also conducted a Georgia Library Association strategic planning process, and the results gave us clear indicators of what the executive board should work toward for the next few years. As a result, we have started the website redesign and have clarified the GLA documentation.

Cathy Jeffrey (2016) spent her year as president working on GLA constitutional amendments and bylaws and on clarifying/documenting roles in the association. She appointed a committee to work on the GLA website redesign and moved forward with the name change for COMO, which will now be known as the Georgia Libraries Conference. During my term, I will continue building on the imperatives outlined in the results of the strategic planning process, with a focus on the newly named Georgia Libraries Conference, GLA website redesign, continued improvements to association infrastructure, and cultivating relationships among all cross-sections of the library community. Knowledge transfer will be an important theme for us as we move forward, as some of the pillars of GLA have retired or are threatening to retire. I hope to facilitate this process to preserve the rich heritage of GLA.

It is also a pleasure and honor to have Carol Stanley serve as advisor to the president for 2017. As an academic librarian, she will help provide a balanced perspective and point of view as my advisor. She brings her knowledge of the association through many years of service. And, as we all know, she certainly brings a spirit of fun!

The 2017 Georgia Library Association (GLA) Midwinter Meeting took place on December 14–15 at Clayton State University. Yes, this meeting took place in 2016, and it was not even winter, much less midwinter. We scheduled the meeting in December to avoid competing with the American Library Association (ALA) Midwinter and to give our ALA Councilor, Amy Eklund, time to enlist any help and time for additional work she may have needed to prepare us for ALA Midwinter.

The ALA Midwinter meeting was held January 19–24, 2017 at the Georgia World Congress Center, and Amy did a fabulous job developing and coordinating the plan of action for GLA as host chapter. Many thanks to the planning committee and all the volunteers that helped make the booth a success!

The contract for the website redesign has been issued to Heck Yeah! Studio Inc. The GLA webmaster, Sofia Slutskaya and committee will work with Heck Yeah! to implement the new website and with the community for feedback. Committee members include Hiu-Shan Christina...
Yau, Gerri Mullis, Jeffrey Mortimore, Kara Mullen, Ashley Dupuy, and Robin Fay.

On a national level, the GLA Executive Board approved a contribution to ALA to support the National Library Legislative Day and will provide travel support for the GLA vice president/president elect (or their designee) to attend the ALA National Library Legislative Day in May 2017.

Library Day at the Capitol was held on February 8, 2017. This is also known as Hot Dog Day and is an important opportunity for the library community to speak with legislators about the impact of libraries on our communities. In addition, the Governmental Relations Committee distributed the Mumford Library prints to each of the legislators. We are always amazed and delighted at the reception we receive in distributing the prints. Many legislators have the series on display in their offices.

Mark your calendars for the Georgia Libraries Conference in Columbus, Georgia, October 4–6, 2017. What an exciting opportunity we have to launch our new conference name and brand. The Columbus Area Library Association (CALA) along with the Columbus Convention and Visitors Bureau are ready to roll out the red carpet for us. We look forward to enjoying the downtown growth since we last held our convention there with many restaurants and shops within walking distance and a wider variety of lodging at many price points. We also will enjoy shuttle service to major hotels in the area. Columbus offers a variety of museums, tours, and other attractions. It is always great to meet new librarians throughout our state and to visit with old friends. Stay tuned for further announcements about the conference!

Elizabeth McKinney
President, Georgia Library Association 2017
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It might be a common assumption in some circles that librarians’ home bookshelves are filled with old (and perhaps valuable!) books which hold that prized, musty smell that brings comfort and nostalgia to the hands that long to flip through their pages. While I will admit that one aspect of my idea of a relaxing vacation is leisurely wandering through bookshops in an unfamiliar city, shops that are filled with those types of treasures, I am afraid my personal book collection would not meet such an expectation. However, a great love of mine is practicing the art of hospitality, and it is a joy to know a guest in my home enjoys perusing my shelves!

The books I own do hold special meaning for me, mostly reflecting the places I’ve lived in my life—whether representing their geographical significance or the areas of study I pursued while living in those places. Even certain points of travel hold particular memories of reading. In 1999, while traveling for the first time overseas in Great Britain with my sister, we read together Wilkie Collins’ haunting mystery, The Woman in White.

It was more than a decade ago when I first began more seriously tending to my personal library and gradually finding connections among what I was collecting. In the year or two after college, enjoying a break from structured academic requirements, I was so refreshed to try out some novels by fiction writers that were introduced to me by friends, authors including J.D. Salinger and Walker Percy. I had held on to my well-loved copy of Grout and Palisca’s music history text from my college days as a music major—and still hold on to lasting and wonderful college memories of late night listening and score reading in the dorm!—but eagerly began adding to the collection after I began graduate school in musicology, including theory texts, choral and symphonic scores, and definitely plenty of piano and chamber music scores. The fact that I moved to the heart of bluegrass in the lovely commonwealth of Kentucky to pursue graduate studies most certainly has influenced my bookshelves over the years. Additionally, in retrospect, perhaps the few years following the world-changing event of 9/11 (the years in which I moved and began graduate school) instilled in me a love for exploring the works of very American writers, Annie Dillard and Wendell Berry, for instance. I’m naturally drawn to essay writing, and so in the mid-2000s I treasured his The Art of the Commonplace: The Agrarian Essays of Wendell Berry, but I also loved the imaginative descriptions of Berry’s novel Jayber Crow. As I’ve grown up with an enjoyment of hiking, travel, and so many things that love of the outdoors can instill, I think these writers’ emphasis on geography and place resonate very deeply within me. Following graduate studies, I made it through George Eliot’s lengthy Middlemarch and loved it! Underlining of favorite passages can be found in my copy of
this novel that is so insightful into human nature.

A move to Georgia also introduced some changes to my bookshelves. As I inherited, among other things, some books that belonged to a grandmother who passed away in 2005, I realized how much I loved learning about my family’s heritage. My paternal grandmother had been born in rural Georgia less than one hundred miles south of Atlanta, and I am thankful to have her handwriting detailing names and dates about my ancestors in the blanks of a hardback with a homespun My Family Heritage on its spine. Also during this time, I enjoyed Margaret Anne Barnes’s chilling detail of the true crime story that occurred in Georgia in 1948, Murder in Coweta County.

The past five years of my life have seen more focus on theological writing, especially while being involved in research assistance for a commentary (on a Biblical book) of many thousands of words! Thus, there are a substantial number of theology and psychology-oriented works on my shelves, many of which I have still to make my way through. While I don’t own a complete set of any exegetical commentaries that would be standard for any graduate theological student, I enjoy smaller works by well-known pastors and authors who reflect thoughtfully on sociological and cultural topics of today. In the realm of perspectives on contemporary relationships, particularly marriage and family, I am proud to have things written by such women as Lauren Winner, Wendy Shalit, Rachel Held Evans, and Christine Colón. However, what I might want most to build in my collection, and read entirely, in the near future are what could be known as “librarian classics.” Among those in 2017...Umberto Eco’s The Name of the Rose!

Jessica Hudson is Reference Assistant at Reformed Theological Seminary Library
One Cataloger’s Action-Packed Adventures with Alma Migration

By Erin Grant

I have a bit of a unique migration experience, as I began participating in a migration from Voyager to Alma at Georgia Tech in the fall of 2015, moved to Emory University in October, and then immediately jumped into participating in a concurrent migration from Aleph to Alma that was already underway at Emory. Essentially, I experienced the beginning-to-middle of one migration at Tech and then the middle-to-end of another at Emory. When people ask me what that experience was like, I like to compare it to leaping from the roof of one high-speed train onto the roof of another high-speed train, because apparently I like to think that library work (or at least a migration) is as exciting and as potentially fraught with peril as a James Bond film. Although I may not have attained the most complete picture of a singular institutional migration from start to finish, in exchange I feel that I have benefitted from a wider perspective gained from being at two different institutions dealing with essentially the same migration. However, despite my assurances that it is “currently in the mail,” I have yet to receive my bulletproof cardigan from Q to prepare me for future death-defying library assignments.

My only experience with migrations before last year was as a mere spectator at my first library job at the Art Institute of Atlanta, where we migrated from Athena, a Windows-based integrated library system (ILS) that was developed in the mid-1990s, to Voyager. As I had not yet discovered my secret inner identity as a cataloger and was working as a reference librarian at the time, I had very little to do with that migration. Our library director, who was adept at cataloging and technical services, carried out our migration largely on her own. Although she successfully handled the migration with aplomb, it certainly did not seem to be a joyful undertaking by any means, if based purely on her pained facial expressions. I have since learned firsthand that migrations are indeed arduous from a cataloging.tech services perspective, and that migration-related anguished grimacing is a nearly unavoidable occurrence. Similar facial expressions of distress that are likely to ensue are why the rest of the library might find it prudent to avoid cheerfully asking tech services staff “So, how’s the migration going?” unless you’re also bearing large quantities of candy in an attempt to soothe our tortured souls.

Due to the complex consortial and institutional relationships at Georgia Tech, for many months before we actually began, a migration to Alma was something that we knew we would be involved in, but not necessarily exactly when. The library, including tech services, was also involved in several other simultaneous projects, most notably detailed and labor-intensive activities related to surveying and moving the bulk of the physical collection to the Library Service Center (LSC), a state-of-the-art off-site facility being constructed and to be shared with Emory, as well as projects related to the redesign of the main Tech library. Because of these competing high-priority projects, it was difficult for us in cataloging and tech services to prioritize pre-migration tasks without an exact date for migration. We knew we should ideally undertake an extensive bibliographic database cleanup for an optimal migration, but simply did not have the bandwidth to make this happen.

To coincide as closely as possible with Emory’s Alma December 16, 2015 go-live date and enable joint institutional patron access to the materials being moved to the Library Service Center, August 14, 2015 was Tech’s official Alma implementation kick-off, with a go-live date of December 28, 2015. Since Ex Libris generally allots a full six months for Alma
implementation, at four and a half months, Tech’s migration had an aggressive timeline. As migration preparation began to ramp up, we continued the high-level conversations with Emory, the University System of Georgia (USG), and Ex Libris that had begun earlier in the year regarding possible topologies for our Alma and Primo instances, in order to maximize integration with both Emory (particularly for the LSC) and the rest of the USG libraries.

Tech’s internal migration work began in earnest and at what seemed like lightning speed after our official implementation kick-off in mid-August. Since Emory’s implementation planning and preparation had begun much earlier in September of 2014, we took cues from their migration administrative structure by establishing a core group and several working groups called Functional Area Working Groups (FAWGs). Each of Tech’s FAWGs was comprised of a lean team of a few staff members representing key personnel who could best advise and guide migration preparation and activities in that area. The key person for each FAWG was also a part of the Core Group, which met weekly to coordinate activities and also for a weekly call with our migration team from Ex Libris. We ended up with thirteen FAWGs: Fulfillment & ILL, Admin & Integrations, Acquisitions, Metadata, Data Cleanup, eResource Management, Discovery & Primo, Printing, User Management, Analytics & USTAT, Operational Reporting, LSC Integrations, and Training & Communication. Since about eighteen people were FAWG members, many staff were involved in multiple FAWGs; for instance, as cataloging unit head, I was involved in the Metadata, Data Cleanup, and eResources FAWGs, and was also part of the Core Group.

All of the staff involved in migration were also added as members to Basecamp, an online platform for managing implementation work and interacting with our Ex Libris migration team. Internally, we took advantage of project management software called Workfront to keep track of tasks, and Sharepoint to work collaboratively on documents and spreadsheets.

The number of meetings related to Alma migration suddenly multiplied on the calendars of everyone involved in the project at a furious rate, prompting any and all work that was not Alma-related or absolutely burning-down-the-library-level critical to get pushed to the backburner. Very long days, along with some late night and weekend work, started to become the norm as we raced to complete the configuration and migration forms that Ex Libris needed to perform our initial data load.

One of the early migration hurdles I was involved in at Tech was to separate all of our bibliographic records into print and electronic for Ex Libris before the initial data load, since Alma handles print and electronic inventory very differently. Like many other libraries, we still had a significant number of records representing both print and electronic resources, as well as the usual cataloging inconsistencies and multiple locations for e-resources, which made this a complex and time-consuming endeavor. Amid a late night of work necessitating an emergency burger run to McDonald’s, a colleague and I rushed to complete a series of complicated Access reports to identify groups of print and electronic resources. Over the next few days, two other colleagues put in similarly long hours to help separate the print from electronic records on those reports and submit them to Ex Libris.

Sometime during these early official migration days, a bit stressed-out and sleep-deprived, Tech staff involved in migration started calling ourselves the A-Team after the 1980s TV show, and began sharing memes featuring B.A. and Hannibal. Although it might have seemed like a somewhat silly response, this helped us blow off steam, maintain a sense of humor about completing a difficult task very quickly, and feel more united as a group. One of the most valuable pieces of advice I’ve heard at the ELUNA conference still remains “remember to...
treat each other kindly during migration,” as it is extremely stressful on everyone involved and tensions can obviously run high. Maintaining an upbeat attitude and sense of humor and coming together as a group helped us to remember to treat each other kindly during our migration.

Around this same time, we also had conversations with Ex Libris about the amount of database cleanup that we could reasonably take on before our initial and final data loads. Our migration team from Ex Libris was very helpful in prioritizing what cleanup tasks were essential and possible, given our particular situation. Unfortunately, the compressed timeline of our migration meant that little pre-migration data cleanup was realistically achievable, which was very disappointing to me. Out of a list of twenty-three possible bibliographic database cleanup tasks I identified using Ex Libris documentation, ELUNA presentations, Alma-L and Voyager-L posts, and familiarity with our bibliographic data, we were only able to take on and complete four cleanup tasks before our initial data load. We used Access reports, Voyager’s Global Data Change module, Gary Strawn’s excellent Voyager batch change programs, and the help of hardworking staff and student workers to correct the necessary records. It was certainly not the amount of data cleanup I wished I could have done, but we gave it our all so as to at least hit the most critical tasks and wrestle our data into the best shape we could in the short time we had.

Almost before I had time to exhale and draw another breath, it was the end of September and my last day at Georgia Tech. As part of our weekly migration calls with Ex Libris, the Core Group was individually assigned functional Alma tasks to practice and then demonstrate in each meeting to indicate our learning of the new system. One of the last tasks I completed before departing Tech for Emory was to demonstrate importing a record and creating inventory for it in our Alma sandbox during my last weekly call as part of Tech’s migration. With bittersweet thoughts, and after a much-needed week of vacation, I then jumped head first into Emory’s Alma migration in October 2015.

Whereas Tech’s migration team was a very lean group operating at a breakneck pace, Emory’s team was about twice the size of Tech’s and seemed a bit less harried, since their preparations for this migration had begun in the fall of 2014. There was an official project manager from Emory’s Project Management Office that kept the migration work on track to meet deadlines, track risks and issues that arose, and guard against scope creep. A steering group made administrative decisions and reported to the Library Cabinet and university librarian. Our technical lead was instrumental in coordinating work by advising the project manager, Steering and Core groups, and others. Emory had five FAWGs: Metadata, Fulfilment, eResources, Acquisitions, and Admin-Integrations, each with a lead and co-lead, plus five to six additional members representing different Emory libraries. FAWG leads and Steering Group members made up the Core Group, which met weekly both internally and in calls with our Ex Libris migration team.

Emory and Tech both shared the same Ex Libris migration team, so I had prior experience working with Claudia, Chen, and Carolyn while at Tech, although unfortunately I missed meeting them in person during their on-site visits to both campuses. Overall, I found that Emory’s large and well-organized implementation groups were able to draw on deep staff expertise from all of our libraries, while also providing a substantial force to devote to migration activities. Despite these advantages, it was initially difficult for me to adjust to working within a larger and more organizationally complex institutional structure and to become accustomed to the more measured pace and nuances necessary to steer any course of change for this size and scope of library. Nevertheless, I quickly became immersed in Emory’s Alma implementation by
participating in the Metadata FAWG, Core Group, weekly Ex Libris calls, and our Basecamp migration instance.

A recent migration from Sirsi to Aleph in 2011 fortunately meant that Emory’s data was largely clean enough to withstand another migration without herculean amounts of cleanup. In addition, the members of Emory Libraries Cataloging and Authority Control Working Group (CATAWG) had also previously identified and completed Alma-specific bibliographic cleanup projects. This changed the direction of my work on Emory’s migration from the database cleanup that I had been engaged with at Tech to other implementation activities like assisting with Alma staff training, testing and changing Alma configurations associated with metadata, preparing for a cataloging/tech services freeze, and establishing new cataloging workflows.

Occurring in October and November 2015, staff Alma training was one of the first migration activities I participated in at Emory. Each FAWG was responsible for preparing and conducting training related to our specific areas. As training sessions were planned by the FAWGs, they were all gathered on a collaborative spreadsheet, organized by date, and shared with library staff to ensure that everyone could attend the training they needed. The Metadata FAWG developed three training sessions: Searching & Navigating, Metadata I (Copy Cataloging, Inventory, and the Metadata Editor), and Metadata II (Advanced Cataloging Functions). To develop our training sessions, we consulted existing Ex Libris Alma training materials as well as training documentation that University of Minnesota and University of Wisconsin had shared with us. We also assigned prerequisite Ex Libris training videos for staff to watch before they attended our sessions. Since we are a large library, we created Google Forms to anticipate the number of participants for each training session and help keep us organized. Over two weeks, an MFAWG colleague and I taught eight sessions of Searching & Navigating, a one-hour session that acted much like an Alma 101 primer and included hands-on activities, to ninety-five staff members.

During November and December (and even after go-live into January), much of my time was next spent setting up Alma configurations related to metadata. This included setting up user profiles for my employees and student workers, tweaking metadata configurations, setting up normalization and merge rules, and wrapping my head around our technical services work order set-up and workflow. Others in the Metadata FAWG were involved in the same activities, so luckily we were able to build on our collective knowledge and spread some of this tricky and time-consuming work around.

As the end of November 2015 began to loom before us, project participants developed a timeline and strategy for dealing with the necessary three week technical services freeze to enable our final data load, testing, and migration. This required a coordinated effort between acquisitions, cataloging, circulation, and library core services to create a cohesive chart detailing the different activities being frozen and their start and end dates, which was then communicated to all staff. With the help of MFAWG colleagues, I developed a strategy for cataloging during the tech services freeze and distributed a how-to document to all catalogers. Catalogers in my unit spent the time during the tech services freeze cataloging offline in OCLC so as not to accrue an unwieldy backlog, installing and setting up SpineOMatic on their computers for printing marking slips and labels, and continuing to train in our Alma Sandbox.

During the same time as the technical services freeze, Emory’s Alma project technical lead and our Ex Libris migration team carried out our cutover plan from Aleph to Alma, which included forty-two separate tasks. On December 14, 2015 we asked as many library staff as possible to test our Alma data, after
which we officially signed off on our migrated Alma data with Ex Libris. On December 16, 2015 library staff conducted Primo testing before signing off to accept our migrated Primo data, and with that, we were officially live with Alma and our new Primo instance.

My work on Emory’s Alma implementation as a new employee felt so all-consuming that it resulted in a kind of tunnel vision for me until after our actual go-live date, after which it seemed like I finally awoke from the fever dream of migration to take on some of my other duties. Despite our preparations for avoiding a large cataloging backlog, we did still end up with a post-migration backlog that had to be dealt with, but everyone in my unit pitched in to plow through it quickly. Establishing new cataloging workflows, particularly for many of the records we get from vendors, ultimately had to wait until after go-live. Similarly, adjusting how we handle issues like withdrawals, rush cataloging, and authority control in Alma also had to wait until migration was complete. Work on streamlining these processes continued through the spring and summer of 2016, with necessary adjustments to some workflows still being made to this day.

The need for documenting and sharing these and other Alma procedures between multiple, dispersed Emory libraries has provided an opportunity to begin developing a collaborative online documentation repository using ScreenSteps software. Being able to quickly and easily create how-to guides for new processes and then instantly share them with colleagues has helped us teach each other and adjust to working with a new system.

There have certainly continued to be challenges for us in adapting to a new system, but I think we are all grateful that the most difficult and daunting work of migration is now behind us. We successfully survived our migration, and are now looking forward to taking advantage of a more sophisticated next-gen library system to improve and streamline our technical services work. Personally, I am very relieved that I did not fall into the abyss while jumping from one high-speed train to another during my first migration, and I will proudly sport my bulletproof James Bond library cardigan as soon as it finally makes its way to me. In the meantime, please feel free to bring some candy to me and any tech services person you come across that is involved in migration, because chances are that we need it.

Erin Grant is Head of Metadata Services at Emory University
Utilizing Student Workers at the Digital Library of Georgia

By Mandy Mastrovita and Donnie Summerlin

Introduction

Like many other library departments in higher education, digital libraries depend upon student workers to accomplish tasks that in previous days would have been assigned to professional staff members. This paper describes how the Digital Library of Georgia (DLG) hires, trains, manages, and mentors student workers.

Student employees at the DLG have included undergraduate students and graduate students in MLIS programs; we have addressed these varying levels of skill and experience in incorporating the students into different project workflows. We discuss hiring procedures and instruction in the following digital library areas: handling archival materials, digital imaging, basic metadata entry, more advanced metadata remediation, subject analysis, and social media/promotion. We examine how cross training students in different task areas has improved efficiency, and provide examples of how we have encouraged student workers to pursue fulfilling library careers.

Hiring Procedures

When hiring student employees, the DLG’s job description emphasizes a need for students with technological skills and great attention to detail. We send a questionnaire to every applicant requesting information about their major, schedule, work experience, and grade point average. Manley and Holley (2014, 80) argue in their article “Hiring and Training Work-Study Students: A Case Study,” that it is “more likely for students interested in a library career, or with majors in computer science, history, journalism, and English, but are willing to hire students with various interests if they are exceptional candidates. During the interview process, we ask more in-depth questions and administer an editing test to assess their attention to detail. Our hiring process has proven extremely successful and has resulted in high quality employees and excellent retention rates.

Imaging

The DLG often asks students to scan government documents, crop newspaper page and archival document images, and rename digital image files. Imaging is perhaps the most integral step in producing and delivering online digital materials and requires a great level of attention to detail. If digital images are improperly captured or delivered, it can be more expensive and troublesome to fix the problem once a project is complete. Imaging work introduces students to scanning and imaging software and impresses the necessity of implementing digital archival standards (such as those for image capture and file naming), all important to learn before students are assigned more complex tasks in the overall digitization workflow.

Handling archival materials

Since students are working with sensitive materials the same way a professional archivist would, the DLG trains them in many of the
principles of archival work. Students are required to sign an expectations and responsibilities form that emphasizes the security and safeguarding of archival materials. They are also required to read through a set of workflow instructions that require them to handle items with clean, dry hands, or, when encountering materials sensitive to direct handling, to wear cotton gloves, and to turn pages gently. Additionally, the students learn not to rearrange the order of items in the folders and boxes that materials arrive in. Staff members also teach the students how to operate the scanners and set file structures for the resulting digital files.

In addition to the added responsibility of handling archival materials, it can also be rewarding and educational for the students involved. As Miller and Morton (2012) suggest in their article “Hidden Learning: Undergraduates at Work in the Archives,” hiring students to work in an archival setting provides “an exceptional opportunity for applied learning under the guidance of professional archivists who can provide for the growth of intellectual and practical skills.” In a digital library, the opportunity includes the added dimension of connecting their understanding of history with the expanding digital world that they were born into.

Metadata

Emily Gainer and Michelle Mascaro’s 2014 case study “Faster Digital Output: Using Student Workers to Create Metadata for a Grant-Funded Project” closes a gap in library and archival literature on determining what kind of metadata work can successfully be delegated to student workers; their grant project involved simpler tasks, such as creating inventories, and more complex work, such as the assignment of subject headings.

The DLG assigns numerous descriptive metadata tasks to undergraduate students that are simple, such as transcriptions and editing XML elements that cannot be adjusted with regular expressions. Some tasks require more judgement and training. We also work with MLIS graduate students who have been introduced to digital library and cataloging work, assigning them advanced tasks that apply cataloging and metadata best practices. Their work includes analyzing and remediating harvested XML records for inclusion in the DLG’s portal. Upgrading these records involves editing Dublin Core fields to ensure that the data complies with the DLG’s metadata guidelines and applying Library of Congress subject headings. Training the graduate student involved showing her how to harvest records, to use tools to quickly make changes to multiple records, to familiarize her with our metadata guidelines, and to enhance Georgia-specific data in our subject headings. Shan Lorraine Martinez (2014, 557) notes in her article “Training Tech Services’ Student Employees Well: Evidence-based Training Techniques in Conjunction with Coaching and Mentoring Strategies” that “Along with direct, face-to-face instruction or blended training methods, the supervisor should provide a written training manual. Easy accessibility in the form of a blog or LibGuide may encourage use at the point of need.”

Our metadata guidelines are made available in our departmental wiki. We also provided our graduate student with examples of records to refer to as she grasped concepts moving forward. We showed her how to use ClassificationWeb for subject analysis and taught her how basic text editing programs could be used for running regular expressions and editing the XML records. Martinez (2014, 557) also recommends “…when initiating the employee training process, supervisors should remember the challenges they themselves met while acquiring all the information they needed to know in order to perform their jobs competently…Overloading new employees with too much detailed information in training sessions will result in mistakes and frustration.” With this in mind, we worked together with the...
student on several smaller groups of records, so that she could incrementally build her confidence and feel comfortable asking questions as she referred to her written training materials.

Conversion project for veteran students

As students demonstrate increased proficiency in their work, the DLG often assigns them more complex and diversified tasks. A recent example of this is one student’s work on a digital newspaper conversion project. The DLG has been working to reformat our newspaper archive sites to make them more user-friendly, which involved training an experienced student to learn and execute a conversion workflow, a responsibility previously reserved for staff members. This workflow included the use of optical character recognition software to create full text XML records for user searching. She also learned to use imaging software to produce newspaper page derivatives (PDF, JPEG, and JPEG 2000 files). Additionally, the student was responsible for adding image dimension fields to our pre-existing metadata and altering other fields to meet changing technical requirements. This student’s work led to a significant increase in the rate of conversion and the completion of several projects ahead of schedule, and resulted in her winning a University of Georgia Top 100 Student Employee Award.

Cross Training

To meet the growing needs of the DLG, it has become necessary to train students in multiple technical duties, including imaging, metadata, quality control, and the scanning of archival materials. Cross-training has improved efficiency and has given us the ability to assign students to different projects as funding shifts and deadlines approach. Draper, Hall, Oswalt, and Renfro (2008), in their article “Student Workers: Cross Training in the Academic Environment,” discuss the benefits training students in the various service points at Stephen F. Austin State University’s Steen Library. They conclude that cross training students and assigning them to different departments (in the DLG’s case, different projects) improves flexibility and keeps students interested in their work. This has certainly been the case at the DLG, where cross training students has been beneficial both to the efficiency of the department and the employment experience of our students.

Social Media

We give some students the opportunity and time to research the many collections that the DLG makes available online and construct their own Facebook posts from items they have found to be intriguing. We give them basic parameters (to write professionally and to convey the breadth of our collections). Social media assignments provide students with the opportunity to develop a more global view of DLG projects and project partners. Students have had the most direct input with our “Throwback Thursday” project, which has allowed students to compose posts on their own and to develop a professional social media voice. We have utilized a Google spreadsheet so that students can “bank” future posts and staff can still perform quality control. As Hagman and Carleton (2014, 243) note in their article “Better Together: Collaborating with Students on Library Social Media,” it is important to appreciate “that sometimes their voice or approach to developing content may not always be the same as your own.” We try to recognize that a student’s approach to a Facebook post may be more casual than that of a librarian or archivist, but it may also convey a liveliness that appeals to our readers.

Impact on students’ careers

Research suggests that one of the most significant factors influencing a library student worker’s decision to join the library profession is a positive workplace environment (Maxey-Harris, Cross, McFarland 2010). The DLG has embraced this approach toward attracting
students to the profession. We have incorporated a successful supervision strategy over the past decade that emphasizes positive reinforcement, constructive criticism, and diversification of the work experiences of the students through cross training. A majority of students hired during the past decade have remained with the DLG until their graduation. The high retention rate not only reduces the inefficiency of training new employees, but also exposes the students to a positive library environment for a longer time. As a result, several of the organization’s student employees have gone on to careers in the library field.

Digital libraries can also play a unique role in broadening the definition of librarianship to student employees and potential future librarians. Reference and circulation librarians are most commonly associated with the profession due largely to the public nature of their work. As a result, students frequently identify librarianship with those roles. One former student employee who became a private school librarian remembered, “The DLG was my first experience working around the field, and it was surprising to see how many different definitions a librarian could have. I liked the idea of having a career that could be so multifaceted, and the field has definitely been shifting and changing as technology becomes more integral in our lives.” This diversification of the identity of librarianship is a valuable tool for attracting students who might find interest in lesser known aspects of the profession.

Conclusion

Thanks to the efforts of our student workers, the DLG manages to consistently work towards satisfying the demand for online cultural heritage resources. Our success has come from recruiting students who have performed well academically, providing them with basic training in archival principles and digitization standards, and gradually building upon those skills by training them to perform more complex tasks, such as conversion projects or metadata remediation. Through cross training, these students become familiar with different projects and further engage themselves with our department. We then solicit the input of deeply immersed students to promote our resources through social media. All the while, we mentor them as colleagues and encourage them to further their professional interests in libraries and archives.

Mandy Mastrovita is Digital Projects Librarian at University of Georgia

Donnie Summerlin is Digital Projects Archivist at University of Georgia
References


Hagman, Jessica, and Janet Carleton. 2014. "Better Together: Collaborating with Students on Library Social Media." *Public Services Quarterly* 10 (3): 238–244.


Call for Papers!

Academic Library Division of the Georgia Library Association, Georgia Chapter of ACRL
Georgia Libraries 2017 Conference, October 4-6, 2017, Columbus, Georgia

The Academic Library Division of the Georgia Library Association/Georgia Chapter of ACRL invites Georgia librarians and library science students to submit research papers pertaining to academic libraries for presentation at 2017 Georgia Libraries Conference. Criteria for selection include purpose, content, organization, scholarship, and references. Papers should include research on developments in academic libraries that present challenging opportunities for libraries and librarianship throughout the state, region, or nation. Papers should be approximately 2000 words.

The *Georgia Library Quarterly* (*GLQ*) may invite selected authors to submit their papers for possible publication in *GLQ*.

GLA will award a cash prize for the paper selected as the top entry and complimentary Georgia Library conference registration for the second and third entry. The three top papers will be presented at the Georgia Libraries Conference in Columbus, GA.

**New this year! Attend a workshop on scholarly writing to help you generate paper ideas!**

**Getting Started in Scholarship: A Scholarly Publishing Primer for Librarians**
February 22, 2017 -- 2PM EST (1PM CST | 12PM MST | 11AM PST)
Co-sponsored by Carterette Series Webinars and the GLA Academic Library Division
Visit http://gla.georgialibraries.org/events_carterette.htm for more information

**Notice of Intention:**
Submit via email a notice of intent and a brief abstract. Send emails with the subject line “**ALD Research Papers**” to jennifer.townes@gcsu.edu. Your notice of intent should contain your name, address, phone number, email address, a tentative title, and a brief (200 word) abstract by **April 3, 2017**.

**New this year**
Optional Pre-submission Peer Review
If you want your paper reviewed by scholarly writing expert prior to the final submission, e-mail it to jennifer.townes@gcsu.edu by **June 1, 2017**.

**Paper Submission:**
The final paper (approximately 2000 words) must be submitted by **July 17, 2018**.

Use the *Chicago Manual of Style* as the style guide for the submission. Use author/date format with a reference section at the end.

**Notification of Results:** **August 14, 2017**

**Send Notice of Intention to Submit and Final Paper to:**
Jennifer Townes
Research Papers Committee Chair
jennifer.townes@gcsu.edu
Georgia Library Association
Atlanta Emerging Librarians

2016 has been another busy year for the Atlanta Emerging Librarians (AEL) group, a sub-group of the Georgia Library Association New Members Round Table. This year’s planning committee, made up of Ashley Day, Lydia Hofstetter, and Rosemary Bilello Humphrey, sought to bring together library students, recent graduates, and those new to the profession for both professional development and informal social mingles.

In February, AEL began the year with an informal mingle at the Sweetwater Brewery in Midtown Atlanta. Together, AEL and the attendees discussed what events would be popular and useful in the coming year.

In May, AEL kicked off its professional development with “Marketing Yourself, Your Library, and Your Services” at the Toco Hill-Avis G. Williams Library in DeKalb County. This event featured presentations by Kelly Ansley, then instructor coordinator at the Marietta Campus of Kennesaw State University, Mack Freeman, marketing and program coordinator at West Georgia Regional Library System, and Monica Dombrowski, technology education manager with Gail Borden Public Library in Elgin, Illinois. They spoke about marketing your library and events in both the public and academic library worlds, as well as marketing yourself in the job market and the wider library community.

In June, AEL had a table at the Masters of Library Science Program Fair held by the Metro-Atlanta Library Association and Georgia Library Association New Members Round Table at Oglethorpe University. This was a great opportunity to meet those interested in beginning library school and encourage them to become involved with the group.

In August, AEL continued the tradition started by the 2015 planning committee and attended a game, or bout, of the Atlanta Rollergirls at the Yaarba Shrine Center in Midtown. This informal mingle allowed the group to enjoy each other’s company and continue to plan events for the rest of the year.

In September AEL visited the Pitt’s Theological Library at Emory University for AEL’s annual library tour. Richard (Bo) Manly Adams, Jr., was
kind enough to explain the work they do at the library and give an overall explanation of the Pitt’s Theological Library and its place within Emory University. Attendees also viewed the exhibit the library was hosting at the time, A Most Perilous Journey, Erasmus’ Greek New Testament at 500 Years.

In November, AEL returned to professional development with its second presentation, “Jump into the Job Market!,” held at the Toco Hill-Avis G. Williams Library. For the presentation, AEL had five speakers present on entering and advancing in the library job market. Wendy Cornelisen, assistant state librarian for library innovation and collaboration, gave a talk, “Marketing Yourself.” Ana Guimaraes, director of collection development at Kennesaw State University, spoke on the dos and don’ts of writing a cover letter. Shelley Rogers, senior cataloger at Ingram Library at University of West Georgia, presented and gave examples of the proper formatting and development of curriculum vitae. Mary Jinglewski, training services librarian at Equinox Software, Inc., gave her presentation “Using Your Library Degree Beyond the Library.” AEL finished up the presentation with Mack Freeman discussing the Georgia Library Association and the benefits of becoming involved in the organization. After the presentation, AEL had a Q&A session and all the presenters worked with those in attendance to review resumes and CVs.

The last event the 2016 planning committee coordinated was the annual Mingle with the Admins at Manuel’s Tavern in Ponce-Highland. This traditional event gave MLIS students and recent graduates a chance to mix and mingle with administrators who are currently hiring and to benefit from job and career advice offered by those already working as professional librarians. Topics discussed included resume and interview tips, as well as how to get involved in professional organizations.

The 2016 planning committee would like to thank the speakers and attendees for participating in AEL programs throughout the year. AEL would also like to thank GLA and NMRT for their funding and support.
Georgia Library Association
Interlibrary Loan Interest Group

The Georgia Interlibrary Loan Code is Updated and Approved

Most non-interlibrary loan (ILL) personnel probably do not know that an ILL code exists, or why. Though not “the law,” ILL codes do offer ILL staff a common point of reference, reflecting current practices among the majority of ILL departments. There has been a national ILL code since 1919, and most states have a code that falls in line with the national code.

The latest version of the American Library Association (ALA) National ILL Code was adopted in January 2016 after a year-long process. The Georgia Library Association (GLA) Interlibrary Loan Interest Group realized that the code for Georgia had not been touched since 2002. It was decided at COMO 2015 to revise the Georgia Code as soon as the National Code was approved. At the MidWinter meeting 2016, ILL chair Janice Shipp of the Savannah College of Art and Design (SCAD) appointed Susan Morris of the University of Georgia (UGA) to spearhead the revision of the Georgia Code. Besides Janice, other members of the review committee were Rosemary Humphrey of Kennesaw State University and Michelle Jones of Columbus State University. Since all involved at that point were from academic libraries, Elaine Hardy at the Georgia Public Library Service (GPLS) was contacted to help identify other reviewers from the public- and special-library sectors, since the code is for all types of libraries in the state and should be acceptable to all library types.

The resulting document was then posted on the ILL Interest Group page of the GLA website for final review. The code was fine-tuned and approved at the ILL interest group meeting on October 7 at COMO 2016. The final version was presented to and approved by the GLA Executive Board at the MidWinter meeting at Clayton State University on December 15, 2016. The newly updated code can be viewed at the GLA website: http://gla.georgialibraries.org/interest_ilc_GAILCode_2016_approved.pdf

In the future, the GLA ILL Interest Group will update the code as needed.

ILL Overview Workshop

On Friday, November 4, 2016, the Interlibrary Loan (ILL) Interest Group presented the ILL Overview Workshop. The free event, which took place at Georgia Gwinnett College’s Daniel J. Kaufman Library & Learning Center, was created to help those who were new to ILL as well as those who supervise interlibrary loan staff to have a better understanding of the basic best practices of ILL. The idea for this workshop developed from observations and discussions with ILL practitioners across the state that many people took on the responsibility of ILL for their library with little or no training. Interest in the workshop was overwhelming, and the organizers had to create a waitlist. The workshop had thirty-five attendees from all over Georgia.

Janice Shipp of SCAD, 2016 ILL Interest Group Chair, kicked off the day with a welcome to the attendees. Susan Morris of the University of Georgia provided the group with the “History of ILL” and an introduction to the National and Georgia ILL Codes. Janice returned to present “Borrowing Best Practices” while Rosemary Humphrey of Kennesaw State University, 2016 ILL Interest Group Vice-Chair, then presented “Lending Best Practices.” A boxed lunch break
allowed the attendees to socialize with each other and learn what others are doing in the field. After lunch, Meg Butler of Georgia State Law Library presented on copyright issues and Holly Heitman of Georgia Gwinnett College presented “ILL Consortia, Networking, and Support.” A short open discussion closed the event with attendees asking questions to the group.

Because of the feedback received, the ILL Interest Group hopes it will be an annual event that can accommodate all those who are interested. The ILL Interest Group would like to give special thanks to everyone at the Daniel J. Kaufman Library and Learning Center for hosting the event, especially Holly Heitman, Gene Ruffin, Frank Roberts, Margaret McGauhey, and Joy Cauthen.
Georgia Library Association
New Members Round Table

GLA’s New Members Round Table Sponsors
New Group in Savannah

At the Georgia Library Association’s (GLA) Midwinter meeting in December 2016, the New Members Round Table announced that it is sponsoring a newly-formed group in Savannah, the GLA Coastal Georgia Library Collaborative.

While this group has been collaborating since 2015 at the recommendation of Karen Manning, GLA’s 2nd vice-president, membership chair, it is now a formally recognized group within GLA.

Janice Shipp, interlibrary loan coordinator for the Savannah College of Art and Design, started the group in December 2015 with the vision of library workers from the Savannah area gathering in a social setting to network, collaborate, and become actively involved with GLA. Since that first assembly, library personnel have been meeting quarterly throughout Savannah to share presentations and ideas, enjoy camaraderie, and discuss the library’s impact on its community.

As an official group, its planning committee would like to offer its members professional development workshops, community outreach opportunities, and meetings held outside of Savannah to encourage participation from other coastal library staff. The committee members are: Janice Shipp, chair; Kristi Smith, secretary; Vivian Bynoe and Judith Garrison, hospitality; Emmanuel Loman, technology and social media; and Logan Lawrence, vice-chair/chair-elect.

The group’s next meeting will be held this spring in the Savannah area. Anyone interested in learning more may email: glasavannahmeetup@gmail.com.
Georgia State University

Georgia State University Library Welcomes New Head of Special Collections, Digital Scholarship Librarian

The Georgia State University (GSU) Library is pleased to introduce Christina Zamon, department head of Special Collections and Archives, and Spencer Roberts, digital scholarship librarian.

Ms. Zamon oversees all activities, including collecting, processing, organizing, preserving, and making accessible collections of photographs, manuscripts, archives and audio-visual media, and digital collections. She is also actively involved in donor cultivation and fundraising. Prior to joining Georgia State University, Zamon was the head of Archives and Special Collections for Emerson College in Boston. She has worked at several institutions, including the Frick Art Reference Library in New York City, the Folger Shakespeare Library in Washington, D.C., University of Maryland Brittle Materials Unit in the Preservation Department, and the National Press Club in Washington, D.C. Zamon obtained her Bachelor of Arts in History from Bloomsburg University of Pennsylvania and her Master of Library Science and Master of Arts in History from the University of Maryland.

As GSU Library’s first digital scholarship librarian, Mr. Roberts works with university faculty, staff, and library colleagues to support interdisciplinary digital projects in a wide array of subject areas, including but not limited to the digital humanities. He is engaged in the exploration of new forms of online scholarship and in partnering with scholars on the development, implementation, assessment, enhancement, and maintenance of sustainable digital projects. Roberts is also a digital historian and is currently undertaking a Ph.D. in History at George Mason University.
GCPL Executive Director Receives National Award for Technology and Innovation

The Public Library Association (PLA) has awarded the 2017 John Iliff Award to Gwinnett County Public Library (GCPL) Executive Director Charles Pace.

The John Iliff Award, sponsored by Innovative, honors the life and accomplishments of John Iliff, early adopter and champion of technology in public libraries. This award provides a $1,000 honorarium to a library professional or library that has used technology and innovation as a tool to improve services to public library users.

Per a PLA news release, Pace was recognized for his “commitment to customer needs” as he led the implementation of Open+, a system developed by Norcross-based technology supplier Bibliotheca that automatically controls and monitors building access, self-service kiosks, public access computers, lighting, alarms, public announcements, and patron safety.

GCPL became the first library in North America to offer the service when it launched in June of 2016.

Library Board Chairman Dick Goodman applauds Pace’s efforts. “The board of trustees of the Gwinnett County Public Library is proud that Charles is being recognized for his commitment to customer service,” says Goodman. “The implementation of Open+ is one of many innovations Charles has brought to our library system since coming aboard three years ago, with each one greatly enhancing the library experiences of the citizens of Gwinnett County.” Available only at the Lawrenceville Branch, Open+ gives customers self-service access to the library from 8:00 a.m. to 10:00 a.m. during the week, Saturdays from 8:00 a.m. to 10:00 a.m., and Sundays from 8:00 a.m. to 12:00 p.m. For more information about Open+, call the Library Help Line at 770-978-5154 or stop by your local branch.

New Lilburn Branch

This past October, nearly 200 local residents joined Gwinnett County Public Library at a ribbon cutting ceremony for the new Lilburn Branch Library. Nearly doubling the size of the old Lilburn Branch at 18,864 square feet, the facility was made possible through a public-public partnership between Gwinnett County and City of Lilburn officials. The building also houses the new Lilburn City Hall.
"The opening of a new library is an important event in the life of community," said Library Board Chairman Dick Goodman. "The library is where we come together as Americans and share who we are and what we know. And here, today, in Lilburn, this new city hall and library cements together knowledge and community in one place. That makes it even more important and more special."

County and city officials came to an agreement to plan the building in 2011 and construction began in June of 2015.

The Lilburn Branch features dedicated children’s and teen areas along with multifunctional furniture that can transform spaces to meet the needs of the community. A dedicated Learning Lab also houses a 3D printer, film and music editing software, a green screen, and other creative technology.

GCPL Manager Receives National 2016 I Love My Librarian Award

Elissa Checov, manager of library services at Gwinnett Technical College / Gwinnett County Public Library in Lawrenceville, Georgia, was named a winner of the I Love My Librarian Award. Checov is being recognized for her exceptional contributions to the community and ongoing commitment to transforming lives through education and lifelong learning. She is one of only ten librarians in the country this year to receive this national honor.

Checov started by redesigning library spaces to include teaching and learning labs, commons, and lounge areas. The spaces are more conducive to collaboration and accommodate how students are learning today. Checov created a one-stop circulation and reference desk model to better assist students using the library. She also designs sessions and workshops to teach information literacy skills to help build students’ confidence with the research process.

The school is a commuter campus, and Checov is known for identifying ways the library can engage students with fun and educational activities, including both Poetry and Story Nights. The events have grown to feature more than twenty performances by students, staff, and faculty.

Checov will receive a $5,000 prize at an award ceremony and reception held this evening in New York City. The ceremony is hosted by Carnegie Corporation of New York, which co-sponsors the award along with The New York Public Library and The New York Times. The American Library Association administers the award through its Public Awareness Office, which promotes the value of libraries and librarians.

As part of the award process, the public is invited to nominate their favorite librarians working in public, school, college, community college, and university libraries. This year nearly 1,100 nominations were submitted by library users detailing how librarians connected them to information, opportunities, and critical technology to help improve the quality of their lives.

There are a total of 166,000 librarians in the United States who are experts in helping people access information and resources they need to succeed in today’s digital age. Librarians are continually working to meet the changing needs of the library users and communities they serve.
This year’s award recipients included three academic librarians, four public librarians and three school librarians. A complete list of the 2016 I Love My Librarian Award recipients can be found at ilovelibraries.org/ilovemylibrarian.

**GCPL Expanded Open+ Hours to the Weekend Beginning December 10, 2016**

Gwinnett County Public Library (GCPL) expanded Open+ hours at the Lawrenceville Branch beginning December 10, 2016. The service, which gives customers self-service access to the Library from 8:00 a.m. to 10:00 a.m. during the week, will expand to Saturdays from 8:00 a.m. to 10:00 a.m. and Sundays from 8:00 a.m. to 12:00 p.m.

Open+, a system developed by Norcross-based technology supplier Bibliotheca, is a complete solution that automatically controls and monitors building access, self-service kiosks, public access computers, lighting, alarms, public announcements, and patron safety. The service was launched in June 2016.

Customers who are eighteen years of age or older and hold a library card in good standing may register for Open+ at any of GCPL’s fifteen branches for a $5.00 fee. Upon arrival, customers will insert their own library card into a reader at the entrance, enter a pin, and gain access to library resources.

For more information about Open+, call the Library Help Line at 770-978-5154 or stop by your local branch.

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Gwinnett County Public Library is a free provider of education and information. Located in Metro Atlanta, the Library has fifteen branches that offer free access to computers and Wi-Fi, classes, materials, and programming for people of all ages. For more information about Gwinnett County Public Library programs and services, visit www.gwinnettpl.org.
Kennesaw State University

The Kennesaw State University (KSU) System Libraries, held their first Veteran’s Day Book Drive to benefit the troops and their families. The drive was also sponsored by the KSU Student Veterans Club and Operation Paperback.

It was quite successful with over 450 books collected. Matthew Foley, a staff member at the Johnson Library at the Marietta campus, was in charge of the project.

Halloween was a magical time at the Sturgis Library, Kennesaw Campus. Librarian Carey Huddlestun performed close-up magic for the students, faculty, and staff. All were amazed by his sleight of hand.

This past fall, the Sturgis Library live-streamed the presidential debates, the vice-presidential debate, and the elections results on its OwlView Video Wall. The wall, located on the first floor, features eight 55 inch monitors for a total screen size larger than 16 feet wide and 4.5 feet tall. The events drew a crowd of students, staff, and faculty.

The Happy Tails Therapy Dogs visited both of the KSU libraries during fall finals week. Students enjoyed a stress-less break from their studies. It was sitting room only!
Following the April 2016 conference Transforming Libraries for Graduate Students, a discussion list for librarians working with graduate students has been started. To join, send a message to GRADLIB-SUBSCRIBE-REQUEST@list.kennesaw.edu.

A second conference is planned for next year, on March 22-23, 2018 at Kennesaw State University. We expect to start accepting session proposals in the summer of 2017. For more information, contact Elisabeth Shields at eshield5@kennesaw.edu.
Oconee County Library
Athens Regional Library System

The Oconee County Library in Watkinsville, Georgia recently received a Vibrant Communities grant from the Georgia Council for the Arts, and Children’s Specialist Rebecca Ballard designed a series of creativity workshops entitled the “Oconee Inspirathon” in order to inspire young minds to explore the arts in the library. As part of the workshops, Ballard invited master puppeteer David Stephens of All Hands Productions to teach “Puppet Camp”—puppet building and manipulation classes. Children learned about the history of puppetry from Stephens, and each child completed a unique fur, foam, and rod puppet by the end of the four sessions.

The Center for Puppetry Arts in Atlanta was also invited to participate in the Oconee Inspirathon workshops, and the library explored new technology by hosting live videoconferencing with the center. Staff at the Center for Puppetry Arts mentioned that this is the first time the center has worked with a public library to offer programming to patrons. Families talked with puppeteers at the center via the videoconference link, and patrons participated in interactive puppet shows. At the end of each show, the puppeteers taught patrons how to make a variety of rod and shadow puppets.

The Oconee County community was truly excited about the workshops, and patrons visited the library in record numbers to learn more about puppetry. Many families were surprised by how much they enjoyed it. Jessica Ham, a patron whose daughter participated in David Stephens’ classes, said, “I had no idea that Abby would have any interest in Puppet Camp, but I asked anyway and she wanted to attend. She LOVED it! She came home excitedly each week telling me what she had learned and all about her puppet she was making: St. Lewis. On the last day, my mom had to pick her up for me since we were working at the mobile food distribution. Abby leaped out of my mom’s car and was so happy to show all the volunteers and the people coming to pick up food her new friend. Since then, she has taken St. Lewis to the children’s church at our church and entertained the kids, made music with him, and taken him on many adventures. I had no idea that puppet camp would have such an impact on her life. Thank you for this awesome opportunity!” Abby Ham says of her experience in the class, “What I liked about my puppetry camp experience was that I learned a lot about
puppets that I wouldn’t have known if I hadn’t come, like all of the types of puppets there are (like shadow puppet tools, full body and half body puppets, and Muppets puppets). I also liked how I can do whatever I want to decorate my puppet, it was a lot of fun experimenting with fabrics and felt, and after the class I decorated my puppet’s shirt with symbols and items from my favorite movies. My puppet, Saint Lewis, isn’t just a puppet he’s like a really fun friend!”
Oglethorpe University

The Philip Weltner Library of Oglethorpe University established an undergraduate research fund. The fund in the amount of $5,000 was opened for application in November of 2016. A committee of librarians and faculty were selected by the Provost Dr. Glenn Sharfman to select the winners. The committee nominated to make the awards includes professors and librarians in the areas of humanities, social science, and science. The idea of supporting student research on the undergraduate level is a national HIP (high impact practice). Universities and colleges are encouraging students to develop skills and research related mentorships with faculty as early as the freshman year.

The research fund established by the Philip Weltner Library also funds student enrollment at conferences and logistics associated with research off-campus. The first four winners represent a wide scope of interest that one would expect to find at a liberal arts college. In addition to the research fund, the library also supports student research by maintaining the online Oglethorpe University Journal of Undergraduate Research.
**Calypso Magnolia: The Crosscurrents of Caribbean Literature and Southern Literature**


*Calypso Magnolia* by John Wharton Lowe has a little bit of everything. While Lowe primarily focuses on the ways in which Southern and Caribbean literatures share commonalities, he also goes in depth into the sociohistorical contexts in these regions that have created them. As such, literature acts as a conduit for a tale of shared history. In this text, Lowe ties together multiple threads of inquiry to present to the reader a well-crafted sense of why such comparative studies are not only interesting but necessary in creating less fragmented narratives of regional identity.

Lowe starts off describing what he calls the circumCaribbean, or the Caribbean extended beyond just the islands to places such as Miami and New Orleans, the eastern coast of Mexico, and the northern rim of South America. These places, he argues, share many historical ties, not only in colonization but also migration. For example, South Florida shares much history with the Latin Caribbean, as many Cubans have migrated into the area. Similarly, New Orleans once acted as the hub of France’s American colonies, with France’s Caribbean holdings being extensions of that country’s power. Lowe, however, sees the ties going deeper than just these surface levels. The South and the Caribbean also share a more nefarious history of a plantation economy driven by African slave labor. The cultural identities of circumCaribbean regions thus intertwine in deeper ways than mere geography. The Caribbean, argues Lowe, was merely an extension of the South in the minds of many Northerners for decades: hot and tainted by the slave trade.

In building this argument, Lowe explores the ways in which this relationship has manifested in literature. He pays particular attention to authors that may not at first be obvious as inhabiting this relationship. For example, he discusses with great historical depth the similarity of experience of black peasants as shown in the work of Zora Neale Hurston and Claude McKay. Lowe also brings into the conversation newer writers, specifically Cuban-American writers of Florida, whose writing serves as a new area of growth for Southern literature, a genre where their voices may have previously been dismissed as not distinctly Southern. Lowe, however, sees their contributions as part of a growing South that still has a unique, if historically different, literary voice.

Recommended for academic libraries that collect in the areas of Southern studies, Caribbean studies, or other relevant area studies. It is a complex, comparative look at not just literary works but also sociocultural history and thus could be useful for multiple disciplines.

*Thomas Weeks is Reference and Instruction Librarian at Augusta University.*

The accomplishments of the Civil Rights movement appear inevitable from today’s progressive perspective, but that is far from the truth of the matter. Elbert Tuttle became chief judge for the US Court of Appeals for the Fifth Circuit six years after the Supreme Court ruled on Brown v. Board of Education. This book goes into great detail on the difficult task Judge Tuttle had of enforcing Brown v. Board in the Southern states that make up the Fifth Circuit. It outlines the life and career of Elbert Parr Tuttle and highlights his upbringing that laid the foundation for his exceptional law career that culminated with the honor of having the Eleventh Circuit headquartered at the Elbert Parr Tuttle United States Court of Appeals Building in his adopted hometown of Atlanta, Georgia.

Mr. Tuttle spent his formative years growing up in Hawaii and attended Punahou Academy, which had been racially integrated by the time the Tuttle family arrived in 1907. Mr. Tuttle excelled at school and received his undergraduate and law degree from Cornell University. Mr. Tuttle also fought in both World Wars and was also a member of the Georgia National Guard.

In 1919 Elbert Tuttle married Sara Sutherland. The Sutherland family was deeply loyal to the old South and its traditions. In 1923 Elbert moved his family to Atlanta, Georgia, where most of Sara’s immediate family then lived. In 1924 Elbert and his brother-in-law, Bill Sutherland, started their own law firm, Sutherland & Tuttle, with tax and commercial law being the firm’s primary focus.

After WWII Tuttle became more active in the Republican Party and was instrumental in helping Dwight D. Eisenhower secure the Republican nomination for President. In 1953 Mr. Tuttle agreed to serve as general counsel to the Department of the Treasury but only planned on serving for two years. However, in 1954, Mr. Tuttle accepted the Presidential appointment to the Fifth Circuit.

Once on the court, Judge Tuttle realized that many of the states that the Fifth Circuit oversaw were deeply resistant to ending school segregation. Even in Georgia, the state legislature had enacted a law that would deny state funds to any school that educated both black and white students, including the University of Georgia (UGA).

In the desegregation of UGA, Judge Tuttle would end up playing a crucial role. He understood the time sensitive nature of the appeals he oversaw and made sure that justice was not delayed. Anne Emanuel uses great detail to illustrate the complicated ways in which the states of the Fifth Circuit tried to prevent desegregation and how Judge Tuttle was able to overcome the legal obstructions thrown his way. Judge Tuttle would end up
working late into life, still going into the office regularly until 1993 when he turned 96 years old.

This book is recommended for law, academic, and public libraries.

Maxwell Hackman is Access Services Librarian at Daytona State College

In 1733 James Oglethorpe, founder of the colony that became Georgia, made do with basic shelter on the banks of the Savannah River. Today Governor Nathan Deal commutes to the Capitol from an imposing, elegant mansion on West Paces Ferry in Buckhead.

The authors of this volume took on the task of writing the history of how the state’s chief executives and their families lived since the state’s birth. The trio included Mrs. Sandra D. Deal, Georgia’s current first lady; Dr. Jennifer W. Dickey, associate professor of history at Kennesaw State University; and Dr. Catherine M. Lewis, KSU assistant vice president of Museums, Archives and Rare Books and history professor.

They set goals that would make a graduate student’s head spin:

Recount the history of all governors’ mansions with emphasis on the one that opened in 1968 and has been home to eight governors since.

Document the mansion’s collections, listing the resources that tell about them.

Share stories told by the eight first families who have lived in the mansion.

Chapter one, “From the Tent to the Granite Mansion” takes the reader from Oglethorpe’s time and the peripatetic moves of the state capital to Atlanta in 1868 to the years when governors made do in residences that were inadequate to the task of housing a family and carrying out the obligations to entertain dignitaries. The impetus to build an appropriate mansion is recalled in the forward by Betty Foy Sanders, wife of the late Governor Carl Sanders. She moved into the leaky, shopworn Granite House in Ansley Park but set in motion planning for the building we now see. “I wanted the new mansion on West Paces Ferry Road to make a statement and become a visible part of the history of our state,” Sanders writes.

Lester and Virginia Maddox spent a year in the Granite House before becoming the first occupants. Governor Maddox is not always recalled favorably because of his steadfast racism. But the authors credit the Maddoxes for setting the tone for the new, grander mansion. “Georgia’s state house is the finest in the nation,” he declared. “It doesn’t belong to the Democrats or Republicans or the Maddoxes. It belongs to the people of Georgia.”

Governor Maddox, who took pride in his rise from modest beginnings to successful businessman, was not always comfortable in
the stately mansion. He trimmed a tennis court and swimming pool from the project and made sure there was security for him and future governors. He also held frequent open houses for the people of the state and its visitors.

This is a coffee table book, attractive to set out with your favorite cheese and adult beverage.

But it tells an important tale of Georgia history and brings to life the unique imprint eight first families have had on the governor’s mansion, and the mansion on their lives.

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