

TRENDING City IDs ■ ALA Candidates ■ NEWSMAKER Jacqueline Woodson

american libraries

MARCH/APRIL 2015

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

Forecasting the **Future** of LIBRARIES

p. 28

PLUS

- Midwinter Wrap-Up p. 74
- Women in Leadership p. 60
- Bohemian Librarians p. 68

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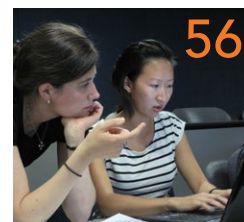
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CONTENTS

AMERICAN LIBRARIES | March/April 2015

Features

- 14 CANDIDATES' STATEMENTS**
2015–2016 ALA candidates for president
BY JOSEPH JANES, JAMES LARUE, JP PORCARO, AND JULIE TODARO
- 46 MY TIME AS AN EMERGING LEADER**
An ALA Executive Board member looks back
BY ALEXIA HUDSON-WARD
- 48 EMERGING LEADERS**
Meet the class of 2015
- 56 GET CRACKING ON CODE**
Community courses lead to jobs
BY KATE SILVER
- 60 WOMEN IN MANAGEMENT, REVISITED**
We follow up with four leaders from a 1985 feature on new women managers
BY GREG LANDGRAF
- 65 A CAREER OF OUR OWN**
Academic librarians reflect on gender and leadership
BY MARTA MESTROVIC DEYRUP
- 68 THE BOHEMIAN LIBRARIAN**
Library school grads veer off the well-trodden career path and discover rewarding vocations
BY ELLYN RUHLMANN
- 74 MIDWINTER 2015: MEMBERS TALK DIVERSITY AND TECHNOLOGY**
Attendees celebrate early reading influences—and make plans to carry them forward to new audiences
BY GREG LANDGRAF



Midland (Tex.) Centennial Library. Photo: Maxwell Filmworks

- 28 COVER STORY**
FORECASTING THE FUTURE OF LIBRARIES
Trends in culture, communication, and education point to increased potential for expanding the roles of libraries of all types

CONTENTS

AMERICAN LIBRARIES | MARCH/APRIL 2015 | VOLUME 46 #3/4 | ISSN 0002-9769



Updates and Trends

- 10 ALA
- 18 PERSPECTIVES
- 23 NEWSMAKER: Jacqueline Woodson



Departments

INFORMATION TECHNOLOGY

- 26 **DISPATCHES FROM THE FIELD**
Gamification As a Tool *BY BOHYUN KIM*
- 27 **IN PRACTICE**
If Not Us, Then Who? *BY MEREDITH FARKAS*

PEOPLE

- 80 **CURRENTS**

PROFESSIONAL DEVELOPMENT

- 82 **YOUTH MATTERS**
Diversity on My Mind
BY ABBY JOHNSON
- 84 **LIBRARIAN'S LIBRARY**
Storytelling for Kids, Teens, and Even Adults
BY KAREN MULLER
- 86 **SOLUTIONS AND SERVICES**
Easy Student Searches

OPINION AND COMMENTARY

- 4 **FROM THE EDITOR**
A Glimpse Into the Future
BY LAURIE D. BORMAN
- 5 **PRESIDENT'S MESSAGE**
Behind the Scenes at ALA
BY COURTNEY L. YOUNG
- 6 **EXECUTIVE DIRECTOR'S MESSAGE**
Welcome to the Future—at Your Library
BY KEITH MICHAEL FIELDS
- 8 **COMMENT ENABLED**
- 24 **ON MY MIND**
In College, Time Is Money
BY DAVID L. EISLER AND SCOTT GARRISON
- 25 **NOTED AND QUOTED**

SPOTLIGHT

- 88 **THE BOOKEND**
Library of Delight

JOB

- 83 **CAREER LEADS FROM JOBLIST**
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A Glimpse Into the Future

by Laurie D. Borman

The Future of Libraries, our special section in this issue, does not include crystal balls or tarot cards, but there are fun tech toys like robots and drones and other cool trends to consider. It's all part of a discussion on what's on the professional horizon for academic, school, and public libraries. The future involves community engagement, integrated media in assignments, and collaboration with colleagues and new library partners, among other initiatives. Our section also profiles the latest group of ALA Emerging Leaders, who will be at the forefront of this new world, as well as reflections by 2007 Emerging Leader Alexia Ward Hudson on how the program has been transformational for her. Learn more in our section beginning on page 28.

The future of libraries
hasn't been decided.

That's up to you.

Your future career may not look much like it does today. It might not even be in a library. Many new grads and career changers seek nontraditional positions with library vendors, governments, and nonprofits. "The Bohemian Librarian" by Ellyn

Ruhlmann, on page 68, covers some of the paths outside a library, and how you can find them.

The future of the next ALA presidency is about to be decided, and this year there are four candidates, and each has provided a statement to *American Libraries*. They begin on page 14.

Back in 1972, only 4.6% of academic leadership positions were held by women. A 2004 feature in *College & Research Libraries* covered the new, increased numbers (by then 52.1%) of women in those roles. Our story by Marta Mestrovic Deyrup on page 65 revisits some of the women featured in that 2004 story to see how predictions, ideas, and situations have changed. Another feature, by Greg Landgraf, on page 60, returns to interview four women managers from a 1985 *American Libraries* story.

Libraries have always offered new learning opportunities, whether through books, lectures, films, or hands-on classes. It's no surprise, then, that learning to code—HTML, JavaScript, and app development—is now available via the library. Learn more about how a few public libraries are making it happen in the article by Kate Silver, on page 56.

Thirty-three years ago this month, Beverly Goldberg came to *American Libraries* to temporarily assist with a project of "Who's Who of Librarians." By July, she was hired full time as an editorial assistant to work on classified ads. Last month, Bev retired as senior editor of *American Libraries*. Over the years, she covered library news and wrote features and blog posts, graduating from typewriter to word processor to computer and internet. She didn't have an LIS degree but says she "learned the library lingo right away" and felt like an honorary librarian due to her years immersed in this world. We are thankful for her many years of service. ■

american libraries

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

ALA American Library Association

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H. W. Wilson, LexisNexis, Information Access, JSTOR.

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Libraries and other institutions: \$70/year, 6 issues, US, Canada, and Mexico; foreign: \$80. Subscription price for individuals included in ALA membership dues. 800-545-2433 x5108, email membership@ala.org, or visit ala.org. Claim missing issues: ALA Member and Customer Service. Allow six weeks. Single issues \$11.50, with 40% discount for five or more; contact Charisse Perkins, 800-545-2433 x4286.

published

American Libraries (ISSN 0002-9769) is published 6 times yearly with occasional supplements by the American Library Association (ALA). Printed in USA. Periodicals postage paid at Chicago, Illinois, and additional mailing offices. POSTMASTER: Personal members: Send address changes to *American Libraries*, c/o Membership Records, ALA, 50 E. Huron St., Chicago, IL 60611. ©2015 American Library Association. All rights reserved. No portion of this magazine may be reproduced or republished without written permission from the publisher.

Behind the Scenes at ALA

ALA staffers are dedicated, committed

by Courtney L. Young

Our ALA executive director Keith Michael Fiels often talks about how ALA is the “seven to 10 people who share your passion.” As a member, I certainly have shared this approach when thinking about what ALA means to me. My experience serving as president-elect, and now as president, has made me want to expand on the executive director’s axiom and note that, in addition to being a large and complex organization that works on behalf of its members, libraries of all types, and the public, ALA is also made up of the staff members who work in your areas of interest, whether in reference, children’s services, diversity, or other subjects.

ALA’s staff member experience ranges from brand-new—such as the executive director for ALCTS, who began in mid-January of this year—to employees with more than 40 years at the Association (38% of our staff have a decade or more). While many ALA staff members come to the Association with a wealth and variety of educational experience, many employees take advantage of the tuition reimbursement program to complete college degrees, and even pursue an MLIS. Twenty-two percent of ALA’s staff are also personal members of ALA.

They are just as passionate about the libraries, their users, and members as those of us working the front lines. They pay attention to trends, issues, our “SWOTs”—strengths,

weaknesses, opportunities, and threats—and are committed to the diversity of the profession and diversity of access.

Professional social networks? Many members are also active in other professional associations, be they library-related, industry sector, or community-based; serve on their local library boards; and participate in LIS alumni organizations.

Elected officials in ALA or its divisions are, by definition, relative short-timers. For things like division or round table history, expertise maps within the organization, and how best to get from here to there, we officers would be lost indeed without our staffers, who are the human repositories of institutional memory for our Association—walking wikis, if you will—and I do not know an elected official who has not been grateful for the knowledge they have come to possess.

ALA staffers are with us every step of the way. They champion the issues that are close to our hearts. They frequently look for partnership opportunities with organizations within and beyond the library profession.

They do a lot of work on our behalf. When ALA Council, the governing body of the Association, passes a resolution, ALA staffers are the ones who make sure a letter stating our

support for the execution of a strategy or plan, or that a memorial or tribute communication is sent. They begin implementing the actions that we as members decide upon.

ALA staffers also look for opportunities for growth. For example, some ALA staffers participated in Harwood Institute’s Intentionality Forums, learning Harwood’s “turning outward” approach, which

entails revising your decision-making processes and outlook to better serve the needs and aspirations of your community. The training focused on how to improve the ALA member experience.

As ALA president I get an opportunity to witness firsthand the hard work and dedication of these people more closely than most, as we work together on press releases, interviews, legislative updates, and other projects. Since so much of their work is behind the scenes, many members have not had a true sense of all they do. I hope this peek behind the curtain encourages you to get to know some of the staffers.

Please join me in thanking the ALA staff for being with us to champion libraries, diversity, and literacy as we work to grow our profession. ■

COURTNEY L. YOUNG is head librarian and professor of women’s studies at Pennsylvania State University, Greater Allegheny campus in McKeesport. Email: cyoung@ala.org.



ALA staff members are as passionate about libraries, their users, and members as we are.

Welcome to the Future— at Your Library

Innovation, libraries, and the future

by Keith Michael Fields

Last spring, a group of librarians and non-librarians gathered at the Library of Congress for a Summit on the Future of Libraries. The summit helped launch the new Center for the Future of Libraries and focused on some of the trends that may shape the world in which libraries will operate. But it also focused on how libraries can shape the future or, better still, offer it to our communities.

In other words, libraries need to be the community hub where people can come to see the new and exciting—to see the future. And by communities, I mean all the communities we serve as libraries: municipalities and counties, colleges and universities, elementary and secondary schools.

Libraries were once the place where community members gathered to experience the exotic, new, and exciting. A hundred years ago, the library was the place where people came to hear the first magic-lantern-show lectures or to look at 3D stereopticon slides of exotic destinations such as India and Egypt.

Today, e-content, 3D printers, video editing stations, and the newest devices and apps have replaced the magic lantern, but the dynamic remains the same. At the Cuyahoga County (Ohio) Public Library system, for example, library users who have never been near an art gallery can play with the Cleveland Museum of Art's innovative, interactive Gal-

lery One, which features the museum's permanent collection on a 40-foot interactive multi-touchscreen wall.

We need to once again be the place where people come to see the new and exciting. We need to be the place where the newest ideas and technologies are showcased—in short, where people can experience the future. We need to attract those people in our community who are interested in innovation and the future. We need to reach out to and partner with organizations and groups committed to exploring and innovating. Why not partner with local tech firms and software developers to spotlight their new products and ideas? How can the library become an incubator for community innovation?

This has tremendous potential for our advocacy efforts. Study after study has found that many members of the public associate libraries with the past. We need to change that perception. And what better way to do that than a focus on the future?

For this reason, the work of the new Center for the Future of Libraries is as important to our advocacy efforts as it is to supporting the transformation of libraries. By helping to change perceptions about libraries, we are helping to build support for a new vision of



Libraries need to be the community hub where people can come to see the new and exciting—to see the future. We need to be the place where the newest ideas are showcased.

transformed libraries for the information age.

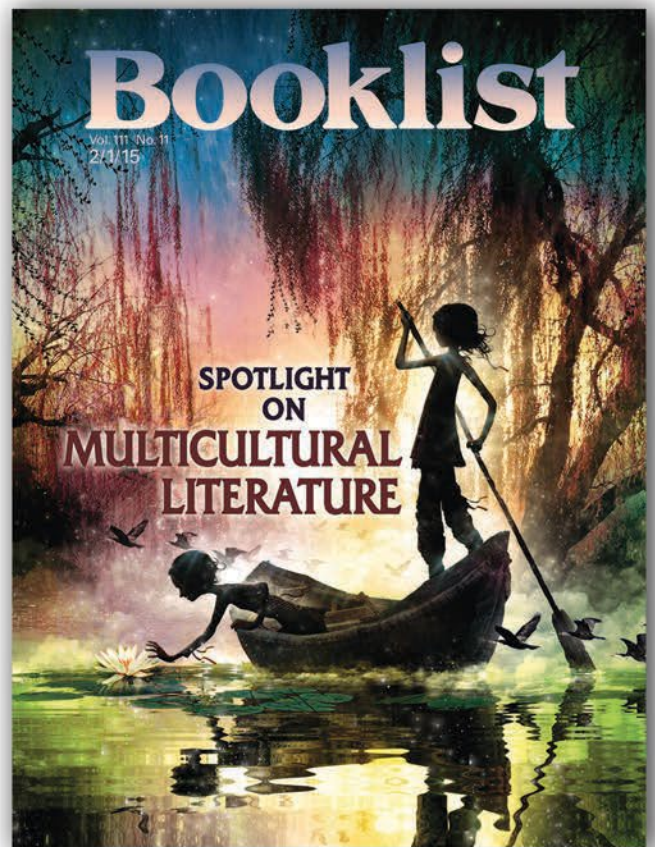
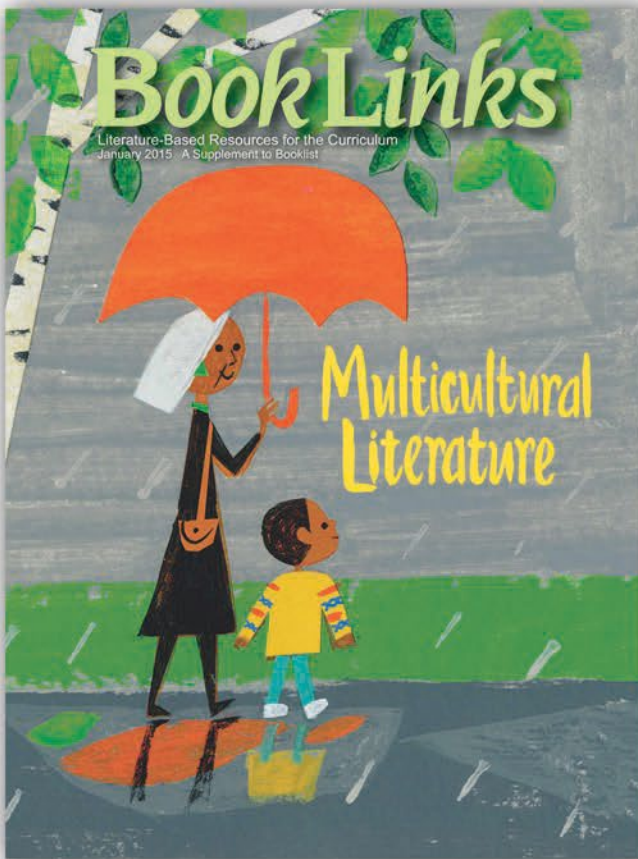
The center's new Trends Library is gathering information on societal and technological changes that will shape our future as libraries, from collective impact

to robots to the “internet of things.” At the same time, the center is also exploring new and innovative ways we can work together.

It recently received a grant from the American Society of Association Executives Foundation to explore crowdsourcing's usefulness in driving innovation, by creating a crowdsourcing space where members can propose innovative programs and services and fellow members can encourage, rank, and comment on the proposals. The goals include incubating and improving good ideas and providing broad-based support for innovators to launch their ideas within their communities.

The challenge for the Association, as for libraries, is to find new ways to recognize and stimulate innovation. More than ever, we need to be the place where people can not only think about the future but create it. ■

KEITH MICHAEL FIELDS is executive director of the American Library Association, headquartered in Chicago.



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Librarians in for-profits

Erica, I am sorry that you were not informed about ACRL's Interest Group, Librarians in For-Profit Educational Institutions (ala.org/acrl/aboutacrl/directoryofleadership/interestgroups/acr-iglfpei) when you contacted ACRL and identified yourself as a library assistant at a for-profit college (Comment Enabled, *AL*, Nov./Dec. 2014, p. 7). No apology necessary!

This group was formalized a few years ago and just recently hosted a wonderful two-day virtual conference.

The link to the recorded sessions is: bit.ly/LFPEI.

There is an active discussion list where the current members post questions about issues that are

specific to this academic environment. The staff liaison at ALA is Chase Ollis, email: collis@ala.org.

Kit Keller
Lincoln, Nebraska

Homelessness in libraries

It was with interest, I am sure, that many librarians read Ellyn Ruhlmann's article "A Home to the Homeless" (*AL*, Nov./Dec. 2014, p. 40–44). While addressing the important challenges and roles libraries and librarians play in meeting the special needs of this at-risk community of library users, there is additional information about

ALA's very active and ongoing actions addressing these issues that I bring to AL readers' attentions.

The Hunger, Homelessness, and Poverty Task Force (HHPTF) was founded in 1996 and is nested as one of the task forces comprising ALA's Social Responsibilities Round Table (SRRT). HHPTF promotes and assists ALA in implementing ALA Policy 61, "Library Services for Poor People," and has been an effective voice for raising awareness and issues throughout the library profession. HHPTF routinely sponsors programs and discussions for ALA's Midwinter Meetings and Annual Conferences, prepares resolutions submitted to the ALA Council for consideration, and many of its active members routinely publish in the library literature on issues related to the poor and homeless.

"Open Doors: Library Services to Excluded Groups" began an informal discussion group at the ALA 2006 Midwinter Meeting and expanded this effort at the 2007 Midwinter Meeting, with formal discussions with ALA's Office of Literacy and Outreach Services (OLOS) through an ad hoc Poverty Subcommittee of the OLOS Advisory Committee. ALA's first program, "Serving Low-Income People Effectively: Ideas and Practices for Libraries," specific to ALA Policy 61, was planned for the 2007 ALA Annual Meeting. The current and past activities of the HHPTF are found in the archive collection of the SRRT Newsletter (libr.org/srirt). Anyone interested in issues related to the hungry, homeless, and

poor and the roles libraries play in addressing them are encouraged to join SRRT's Hunger, Homelessness, and Poverty Task Force.

Fred Stoss
Chair, ad hoc Poverty Subcommittee,
OLOS Advisory Committee (2005–2007)
Buffalo, New York

If it seems like only yesterday that homeless people were not viewed as ideal library patrons, that's because this was the case. There are reasons for concern when libraries double as homeless shelters, and it's not necessarily because some of these [people] are convicted felons or mental patients. There's that nagging problem of money. Our churches support Caritas, and that food, shelter, and support is not free. Perhaps ALA's notion of being the big tent is not realistic. And with fewer people reading, do we need to turn our libraries into custodial institutions?

Frank Johns
Richmond, Virginia

Indirect (dog) therapy

I would like to suggest that reading aloud to dogs ("Dog Therapy 101," *AL*, Nov./Dec. 2014, p. 30–33), does not help children improve their reading ability directly, but it may have positive indirect benefits.

Research on reading consistently supports one conclusion: Children improve their reading ability by reading books that are comprehensible and interesting, when they understand and are interested in what is on the page.

There is no scientific evidence that children improve by reading aloud to dogs (or to humans). Reading aloud is rarely reading for meaning. Only

Perhaps ALA's notion of being the big tent is not realistic. With fewer people reading, do we need to turn our libraries into custodial institutions?

The editors welcome letters about recent contents or matters of general interest. Letters should be limited to 300 words. Send to americanlibraries@ala.org; fax 312-440-0901; and *American Libraries*, Reader Forum, 50 E. Huron St., Chicago, IL 60611-2795.

reading for meaning, understanding the message on the page, promotes literacy development.

I suggest that reading to dogs helps young readers indirectly. As the article states in the first sentence, reading to animals may help children “get comfortable” with reading. The few studies done so far support this: They show that children who read to dogs regularly improve in “fluency,” that is, reading speed. This is not the same as improving in the ability to understand texts. Increased comfort with reading, and associating reading with pleasure, however, could lead to more interest in books and more reading for meaning, which in turn means more literacy development.

Stephen Krashen
Professor Emeritus of Education
University of Southern California
Malibu, California

A fan favorite

It was interesting to read that Diana Gabaldon (“Newsmaker,” *AL*, Jan./Feb., p. 21) wrote *Outlander* “to learn how to write.” Even though we as librarians do research, it was fascinating to read that she said, “It’s much easier to look things up than make them up.” It sort of gives us all hope that we might be able to write ourselves!

Because of my work, I’ve learned that just the word “Gaelic” sounds different in Scottish versus Irish. Who knew? I love that Ian McKinnon Taylor wrote her and helps with the Gaelic.

I have read all her books and watched the television series. The television series does have some Gaelic speaking, but the closed captioning does not translate. That would be helpful. While I hear Scottish speakers in my work, it helps to have the closed

captioning turned on to make sure I don’t miss anything.

I have not yet listened to these books in audio format to hear the Gaelic. That is my next item to do.

And isn’t it nice that Gabaldon likes, supports, and uses libraries?

Norene Allen
Lenexa, Kansas

As librarians, we know the benefits of quality parent-child programs inside our libraries. True outreach will encourage healthy relationships that are crucial for breaking the cycles of crime.

Kudos to AL

The January/February edition was really interesting, especially considering I’m not attending Midwinter. I drew inspiration from the seed libraries article and am glad Nashville (Tenn.) Public Library

has them in some branches. The article on how libraries are helping people with Alzheimer’s disease made me wishful that this had been a resource for my mother when she was caring for her mother, who had dementia. The libraries teaching safe touching to kids gave me an idea to share with my fellow board members for a clinic that serves children who may have been sexually abused. And finally, I was cheered by the efforts of the libraries collaborating with the community because it celebrated small victories and connections. Thank you for [publishing] articles that can move readers in unexpected ways.

Jenifer Grady
Nashville, Tennessee

Inspiring support for inmates

The need for family-oriented programs for inmates is being acknowledged in correctional facilities nationwide. When you toss literacy-oriented programs into the mix, it can only be a winning combination.

Kudos to Dan Marcou, corrections librarian in Hennepin County, Minnesota, for addressing that need! The article “Reading on the Inside,” (*AL*, Nov./Dec. 2014, p. 46–49) stirred me

into action to provide the same service. There was no stopping me!

Following Dan’s tips, I contacted the prison and met with the director of inmate services. Within an hour, the steps were made to implement a similar Read to Me program locally. My start date will be March.

The prison system is hungry to build support systems for inmates reentering the community after release. As librarians, we already know the benefits of quality parent-child programs inside our libraries. Taking it to the next level, a true outreach, will certainly encourage the healthy relationships that are crucial for providing stability in the home and breaking the cycles of crime. It seems only natural that libraries *must* be a part of this.

Betty Lawson
Honesdale, Pennsylvania

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ALA Applauds Obama's 2016 Budget Request for Libraries

On February 2, President Obama submitted to Congress his administration's nearly \$4 trillion budget request to fund the federal government for FY2016, which starts October 1. Of particular note to the library community, the president has requested \$186.5 million in assistance to libraries through the Library Services and Technology Act, which provides funding to states through the Institute of Museum and Library Services (IMLS).

The budget request was met with

praise from American Library Association (ALA) President Courtney L. Young.

"We applaud the president for recognizing the tremendous contributions libraries make to our communities," Young said in a statement. "ALA appreciates the importance of federal support for library services around the country, and we look forward to working with the Congress as they draft a budget for the nation."

"The biggest news for the library community is the announcement of \$8.8 million funding for a national digital platform for library and mu-

seum services, which will give more Americans free and electronic access to the resources of libraries, archives, and museums by promoting the use of technology to expand access to their holdings. This new platform will be funded through the IMLS National Leadership Grant programs for Libraries (\$5.3 million) and Museums (\$3.5 million).

"With the appropriations process beginning, we look forward to working for continued support of key programs, including early childhood learning, digital literacy, and the Library Services and Technology Act."

ALA Condemns January 7 Charlie Hebdo Attacks

In the hours following the January 7 attack on the offices of the publication *Charlie Hebdo* in Paris that left 12 dead, ALA President Courtney L. Young strongly condemned the terrorists' actions and reiterated the Association's dedication to the freedom of information.

"Libraries and the press are the bedrock of democratic societies. Free expression is essential for librarians and journalists to do their jobs," said Young. "Free speech is integral to the ethical values and best practices for both professions. Such attacks are counter to the values of access to information with diversity of views—and to the values of civic engagement, which encourages people to read and discuss these views without fear."

"The ALA reaffirms our support of the freedom to publish, read, and discuss. This horrific attack violates Article 19 of the Universal Declaration of Human Rights, which ALA has endorsed: 'Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference to seek, receive, and impart information and ideas through any media regardless of frontiers.' The ALA Library Bill of Rights and Code of Ethics embody these principles without apology."

"We extend our solidarity with our library colleagues in France, particularly the Association of French Librarians, for their continued passion and service on behalf of freedom of speech in French society."

New Report Tackles 3D Printing Policy

A new ALA report encourages libraries to take a proactive role in developing policies that address the social, technological, and political complexities that result from the rise of 3D printing.

In *Progress in the Making: 3D Printing Policy Considerations through the Library Lens*, Charlie Wapner, information policy analyst for the ALA Office for Information Technology Policy, outlines the role 3D printing now plays in K–12 schools, higher education, and public libraries and analyzes issues related to copyright, trademark, and product liability that may arise from 3D printer use in libraries. Since there is little to no jurisprudence on 3D printing in the current legal environment, Wapner recommends that libraries begin establishing their own methodologies and regimes that address

ALA LEADERSHIP INSTITUTE: BECOME A FUTURE LIBRARY LEADER

The ALA Leadership Institute is designed to help the next generation of library leaders realize their full potential. Led by ALA Past President Maureen Sullivan and Association of College and Research Libraries Content Strategist Kathryn Deiss, the four-day-long leadership development program, to be held August 9–13 at Eaglewood Resort and Spa in Itasca, Illinois, features a structured learning track with a curriculum that addresses leading in turbulent times, interpersonal competence, power and influence, the art of convening groups, and creating a culture of inclusion, innovation, and transformation.

The institute's selection committee is seeking a diverse participant mix based on library type, organizational responsibility, geography, gender, and race/ethnicity. Applicants will be selected based on demonstrated leadership potential, professional achievement, and community or campus involvement. Particular attention will be given to personal statements, as well as references. Ideal candidates will be mid-career librarians ready to assume a higher administrative or managerial role, with some history of community or campus involvement.

In addition, applicants must:

- hold an MLS or equivalent degree
- have at least five years of post-MLS library work experience
- have a letter of support from their employer
- be an ALA member at time of application
- be able to attend the institute in Itasca, Illinois

Each institute will be limited to 40 participants. Cost is \$1,200 per participant, including lodging, all meals, materials, and a free one-year membership to ALA's Library Leadership and Management Association.

Applications for the 2015 Leadership Institute will be accepted through April 8. Applicants may nominate themselves or be nominated by their employer. Applications will be accepted online only. Visit ala.org/transforminglibraries/ala-leadership-institute for details.

3D printing practices.

The report also examines intellectual freedom issues raised by 3D printing. Deborah Caldwell-Stone, deputy director of the ALA Office for Intellectual Freedom, offers guidance to libraries that want to craft a policy that aligns with the values of free expression.

The report is available online at bit.ly/1yGWHAl.

YALSA Grant Winners Announced

Recipients of the Young Adult Library Services Association's (YALSA) Margaret A. Edwards Collection Development Grant have been announced.

The winners will receive \$5,000 toward improving or expanding their teen collection to bring them in line with the principles outlined in the YALSA report, *The Future of Library Services for and with Teens: A Call to Action*. One runner-up will receive \$3,000 to use toward improving its teen collection.

The winners are:

- Anaheim (Calif.) Public Library
- Auburn (Mass.) Public Library
- East Berlin (Pa.) Community Library
- East Peoria (Ill.) High School
- Littlestown (Pa.) Area School District
- Stickney-Forest View (Ill.)

CALENDAR

ALA EVENTS

March 8–14: Teen Tech Week, teentechweek.ning.com.

March 16: Freedom of Information Day.

April: School Library Month, ala.org/aasl/slm.

April 12–18: National Library Week, bit.ly/1o1VvEt.

April 14: National Library Workers Day, ala-apa.org/nlwd.

May 1–7: Choose Privacy Week, chooseprivacyweek.org.

May 4–5: National Library Legislative Day, ala.org/nlld.

June 25–30: ALA Annual Conference and Exhibition, San Francisco, alaannual.org.

Sept.: National Library Card Sign-Up Month, ala.org/librariycardsignup.

Sept. 27–Oct. 3: Banned Books Week, ala.org/bbooks.

Sept. 30: Banned Websites Awareness Day, ala.org/aasl/bwa.

Oct. 18–24: National Friends of Libraries Week, ala.org/united/events_conferences/folweek.

Oct. 18–24: Teen Read Week, teenreadweek.ning.com.

Public Library

■ Williamsville (Ill.) Public Library and Museum

The runner-up was:

■ Griswold (Conn.) Public School

The grant is funded by the Margaret A. Edwards Trust. Edwards was a young adult services librarian at Enoch Pratt Free Library in Baltimore for more than 30 years. Her trust has also supported the Alex Awards and the Excellence in Library Service to Young Adults project.

Archives of ALA Town Halls Are Now Online

Three virtual town hall meetings hosted by ALA President Courtney L. Young and ALA Executive Director Keith Michael Fiels have been archived and are now online.

Held in November and December 2014, these meetings focused on the Association's new strategic directions for the next three to five years: advocacy, information policy, and leadership development.

The meetings may be viewed at:

■ Advocacy: ala.adobeconnect.com/p3cxb0jmbb

■ Information Policy: ala.adobeconnect.com/p5jm96ot46v

■ Professional and Leadership Development: ala.adobeconnect.com/p2fy10tvxjl

For more information, visit ala.org/aboutala/strategicplanning.

ALA Report Examines Library Programming

A new ALA report examines library programming and proposes an eight-year research plan to explore how programs reach patrons and impact communities.

The National Impact of Library Public Programs Assessment (NILPPA) presents a research agenda to understand and quantify the characteristics, audiences, outcomes, and impacts of library programming in the US. It also seeks to start a conver-

sation about programming efforts, accomplishments, and concerns.

NILPPA is the result of a one-year planning grant funded by the Institute of Museum and Library Services and led by ALA's Public Programs Office in collaboration with a team

of library advisors and facilitated by researchers at New Knowledge Organization, Ltd.

The report is available at nilppa.org. Readers are invited to comment and discuss their own practices, questions, and concerns.

2015 ALA ANNUAL CONFERENCE

REGISTRATION AND HOUSING NOW OPEN

Outstanding events and professional development and networking opportunities await at the 2015 ALA Annual Conference and Exhibition in San Francisco, California, June 25–30. Start and continue the conversations, engagement, and learning that spark the innovations transforming our profession. A wide range of needs and interests will be covered: emerging trends, digital content and ebooks, library technology, leadership, advocacy and marketing, updates and briefings, community engagement, teaching and learning, and career development.

Attendees will benefit from:

- more than 500 programs, discussions, and sessions
- dozens of thought leaders, authors, and high-profile speakers, including Danah Boyd, Edwidge Danticat, Joshua Davis, Roberta Kaplan, Nick Offerman, Sarah Vowell, and Maryanne Wolf
- more than 850 exhibitors offering new and favorite titles, products, and emerging technologies
- more than 30 preconferences focused on professional development opportunities
- conversations—facilitated and informal; planned and impromptu
- exhibit hall stages and pavilions offering more than 400 authors and illustrators
- more than 150 poster sessions on hot topics and trends, presented by your peers
- ALA JobLIST Placement Center connecting job seekers and employers and offering free career counseling
- leading library and publishing awards and celebrations
- unlimited networking and social opportunities and memorable events

Updates can be found on alaannual.org; Twitter (@alaannual; #alaac15); Facebook (bit.ly/alaac15fb); Pinterest (pinterest.com/alaannual); Google+ (bit.ly/ALAGooglePlus); Tumblr (americanlibraryassoc.tumblr.com); and Instagram (@americanlibraryassociation; #alaac15).



To register and book housing for the 2015 ALA Annual Conference and Exhibition, visit alaannual.org. Early-bird rates end March 16. If you need to make your case for attending, use the resources at alaannual.org/steps-in-making-the-case.

PLA NAMED A GLOBAL LIBRARIES LEGACY PARTNER

The Public Library Association (PLA) has been selected by the Bill & Melinda Gates Foundation's Global Libraries as one of three lead legacy partners that will carry forward the initiative's strategy goal of improving lives through public libraries around the world.

In May 2014, the Bill & Melinda Gates Foundation announced that it was concluding its work with Global Libraries. The Foundation identified three key work streams for the planned four-year-long wind-down: following through on current commitments and in-process investments; accelerating investment decisions in key geographies; and leaving the library field strong and resilient. As a part of the third stream, three partners were named to continue the Global Libraries strategy. Along with PLA, Global Libraries selected the International Federation of Library Associations and Institutions (IFLA) and the Technology and Social Change group (TASCHA) of the Information School (iSchool) at the University of Washington.

Global Libraries selected PLA, IFLA, and TASCHA for their strong mission alignment with the initiative; for having been engaged with the foundation over a long period of time; and for having a track record of success and solid leadership, broad geographic reach, and the potential for sustained impact. The three organizations will receive limited-life project support grants to position them to take the Global Libraries vision forward.



AASL Launches Online Journal Companion

The American Association of School Librarians (AASL) has launched a companion website for its bimonthly journal, *Knowledge Quest*.

The site will continue in the tradition of the print journal with its focus on the integration of theory and practice in school librarianship and new developments in education, learning theory, and relevant disciplines, while also offering breaking news, blogs, and conversations to inspire professionals and create stronger communities.

The site can be viewed at knowledgequest.aasl.org.

Free Bookmobile Day Materials Available

On April 15, libraries will celebrate the sixth annual National Bookmobile Day during National Library Week @ your library. National Book-

mobile Day recognizes America's bookmobiles and the dedicated staffers who provide vital library services in their communities.

Free materials to help libraries enhance and publicize their National Bookmobile Day celebrations are available for download at ala.org/bookmobiles. Materials include publicity templates, logos, and sticker templates, as well as fliers and bookmarks geared toward National Bookmobile Day.

YALSA Announces YA Paperbacks List

YALSA has announced its 2015 list of Popular Paperbacks for Young Adults (PPYA). Drawn from 167 official nominations, the list is presented annually at the ALA Midwinter Meeting.

This year's PPYA committee produced four lists of titles arranged by the following topics:

■ **Book to Movie:** Ripped from the Pages, featuring books that have been adapted into films.

■ **Mysteries:** Murder, Mayhem and Other Adventures, an update of the 2004 *Guess Again*, a compilation of books with mystery themes.

■ **Lock Up:** Teens Behind Bars, a selection of titles that explore issues dealing with incarceration.

■ **Narrative Nonfiction:** Inspired by Actual Events, a list of nonfiction stories that support Common Core State Standards and Critical Thinking Skills.

The complete list of 97 titles, including annotations, can be found at ala.org/yalsa/popular-paperbacks-young-adults.

PLA Seeks Proposals for 2016 Conference

The Public Library Association (PLA) is accepting preconference and program proposals for its 2016 conference, to be held April 5–9 in Denver.

Broad session topics for PLA 2016 include: administration/management; collections/tech services; facilities; leadership; marketing/advocacy; serving adults; serving youth; staffing; and technology. PLA is seeking educational, thought-provoking, and engaging proposals for programs related to these topics.

Preconferences are in-depth educational sessions for 50–100 attendees. The length can be half a day, a full day, or a day and a half for each session. Preconferences typically require an additional registration fee for attendees. Programs are 60-minute sessions that can feature a single speaker or a panel of speakers or can be a guided audience discussion or activity. Program attendance can range from 50 to 500 people.

The deadline for submitting proposals is April 17. Proposals must be submitted online at placonference.org/proposals. ■

Joseph Janes

CANDIDATE FOR ALA PRESIDENT

joejanes.org

Why? The second thing people say when they hear I'm running for ALA president (after "yay!" or "really?") is "why?" Why am I running, and, more pointedly, why me? Fair questions.

Spreading the word

One of the president's most important roles is to tell our story, to be the voice of libraries, librarians, and librarianship to the world. The importance and significance of what we do has to be articulated every day by every library, and by ALA as well.

Moreover, we need to make the case that our work isn't just "nice" or "handy" or, worse yet, a "luxury." We are *critical infrastructure* in all our myriad settings. In increasingly data-intensive research and academic environments, as a technological and communal hub, as a gateway for new members of a community, as a significant leg up for learners of all ages, for the vocabulary and reading development of young people, as a strategic advantage for organizations and institutions of all stripes, getting the right book in the right hands at the right moment. We belong, we are vital, we are necessary, in all those spaces and so many more.

I'm a storyteller by nature, and I'm eager for the opportunity to spread the word and engage people around this story.

The way forward

Let me suggest a yet deeper aspect of "why" afoot: why our work contin-



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Making our work
even more powerful
and important means
finding the right
mix of tradition and
innovation.”

ues to be relevant and essential in a world where traditional models of creation, publication, and distribution jostle with newer ones. We must rethink, reinvigorate, and restate our why—our rationale for being—above and beyond the familiar.

We enhance each stage of the cycle of knowledge: supporting creation; assessing, collecting, and organizing those works; preserving and managing the resources in our care; helping people to search and find and use, all while fighting for

equality of access and the freedom to read and think. For insight, for understanding, for enjoyment, for solace, for discovery, and for a million other reasons.

Making our work even more powerful and important means finding the right mix of *tradition and innovation*, exploring new ideas, and perhaps discarding some old ones. Embracing a future we all know is coming where librarianship contends both with information forever tethered to publishers through DRM or Draconian licensing terms and with freely available, open-source content desperately seeking eyes and ears.

I've spent my entire career asking hard questions and helping people to devise and assess creative solutions. I'd love the chance to lead and contribute to discussion on the way forward for libraries and librarianship, articulating and highlighting great ideas from throughout the profession.

From my first day behind the desk at the Oneida (N.Y.) Public Library, working beside my mom, it felt right. I learned a lot there, and I'm still learning from colleagues, friends, and my students.

I love this profession and what we do every day to make our communities, organizations, and the wider world better. My husband Terry and I are excited and ready for this; it would be a privilege to give back by serving as your president, and I would very much appreciate your vote. ■

James LaRue

CANDIDATE FOR ALA PRESIDENT

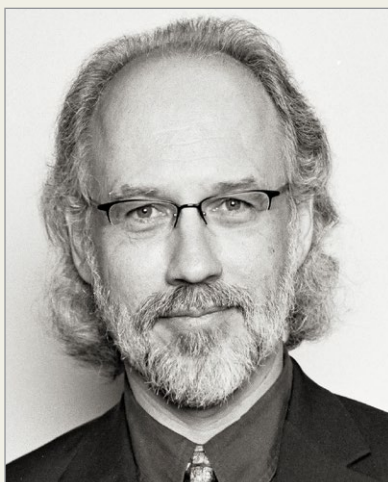
jlarue.com

Librarianship is at a tipping point. We have challenges. But there has never been a time so thrilling to be in our field. A new generation of librarians—more diverse, more tech savvy, bringing a new kind of social energy—is joining us and our colleagues at just the right moment. Every day, we are working together to make a difference to our larger communities—school, academic, public, and an emerging global culture.

I have spent my career as a librarian, community leader, newspaper columnist, radio and TV show host, writer, teacher, and a leader of statewide, regional, national, and even international efforts in positioning the library for tomorrow. If we are to survive and thrive in that tomorrow, we must shift public perceptions of our roles. As ALA President, I will not only communicate the services we provide but also highlight our value in strengthening our communities. Here are three ways I will focus public attention:

First, we must elevate librarians as community leaders. We should turn outward, build on the exciting work of “embedded librarianship” and take it up a notch. Imagine librarians who catalog their community (school, university, or civic) leaders, conduct in-depth conversations to identify shared aspirations and concerns, then pick and deliver high impact projects that move whole communities forward.

Second, we must unleash our power in the marketplace. This means we



“If we are to survive and thrive, we must shift public perceptions of our roles.”

should define and defend digital publishing agreements that enhance our purchasing power, increase access, and honor creators. This is a time of experimentation: We need larger scale, statewide or regional infrastructure, library-run repositories that make common cause with scholars, students, authors, musicians, and artists. We need to embrace the disruption of digital publishing by stepping into the heart of the revolution. We must move from gatekeeper to gardener, along the lines of the Digital Public Library of America, the Douglas County (Colo.) Libraries

model, Califa, and the statewide experiments of Arizona, Colorado, and Massachusetts. With the explosion of independent and self-publishing, we have an unprecedented opportunity to give voice to those who have been ignored or marginalized for so long.

Finally, we must showcase our leadership as 21st-century literacy champions. This starts with early childhood literacy. Children with an abundance of books in their homes are healthier as children and live longer as adults. They stay in school and stay out of jail. They make more money and enjoy a better quality of life. Information-literate adults are armed with the skills and knowledge they need to live, learn, work, and govern in communities that can compete and flourish in an information society. Our message must penetrate the culture of our media and public policymakers. It must communicate how we make our society healthier, and increase the freedom, productivity, and creativity of our constituents.

A vote for me is a vote toward this new reality of librarians as bold, deeply engaged, and informed community leaders—valued partners in the work of discovery, creation, and prosperity.

And do vote! I am honored to be among the candidates for your president. Speak up about the kind of leadership you want ALA to demonstrate. ALA needs your thoughtful participation. Together, we can position the library of tomorrow to make a real difference in the future of our many interrelated communities. ■

JP Porcaro

CANDIDATE FOR ALA PRESIDENT

jpporcaro.com

I'm a librarian, and the impact of my work is not quantifiable. Librarians' compassion, our engagement, and our service are what matter to our users; in fact, our role in schools, on campus, and in our communities extends beyond service: It's rooted in relationships with our students, colleagues, customers, patrons, and users. Those relationships are the most important and impacting parts of our work.

Presidential initiative

To paraphrase Eli Neiburger, deputy director at Ann Arbor (Mich.) District Library: "Libraries aren't about what we buy," they are about what we do, and library staffers are the doers. As president, I will challenge ALA to embark on a large-scale public relations campaign demonstrating that it's the staff that makes a library. We know from the data that a positive perception of librarians and staff is more important to people than their perception of their libraries as organizations. Seeing librarians engage with their communities activates users and nonusers into funders, constituents, and voters. Building a positive perception of librarians influences the way people give, support, and vote.

In the public eye

We librarians are the only ones who are telling parents that school librarians are their child's best ally. We are the only ones to tell faculty and administrators that we do more than order their books. We are the only ones able to update the public's nostalgia



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We need to show off the diverse faces of librarianship.

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and give them a current understanding of a dynamic profession. ALA has done a great job advocating for the library as an institution but has had a harder time talking about the humans who work there. It's time to step up our visibility as a profession—and as a career—in the eyes of the public.

Telling our stories

In the fall, while staffing the reference desk, I was approached by a student who shared that both his uncle and brother died recently. He was upset, but I noticed his wrestling T-shirt, so I let him sit in my office and we talked about wrestling. He told me about his

favorite wrestlers, and I told him about the “old days” of ECW and WCW. I couldn't log that as a reference interview. We don't have a column for “human engagement.” But I know it helped. And I know we all have these kinds of stories. As ALA president, I will bring our stories to the public.

Promoting diversity

In an increasingly diverse and still-hurting country, we need to show off the diverse faces of librarianship. We need to continue to look inward while taking our message outward. Comparing the figures between ALA's 1985–1986 “Equity at Issue” document with the latest ALA diversity figures, we have had little change in attracting people of color to our field. Without a focus on building, cultivating, and listening to a diverse body of librarians, we cannot hope to have a better future for our profession. Including under-represented voices in a marketing push about us—about my colleagues—will help people who have never thought of “libraries as a career” to better see themselves in that role.

The library's future is ALA's future

For the good of the Association, we need to publicly demonstrate the value of library staff in all types of libraries. Without public, voter, and funder support for our librarians, we risk losing our libraries. I have the hope that we can tell our story anew—the story of librarians—to the public.

I invite you to join us in leading this change, because only together will we make it happen. ■

Julie Todaro

CANDIDATE FOR ALA PRESIDENT

julietodaroforalapresident.org

Although we have a rich heritage of our profession being the consummate *supporting* profession, I see our profession as one that leads. Libraries lead, library workers lead, and library supporters lead. We lead from front lines, from the middle, and the top, and we lead in our field as well as in related fields. Our professional infrastructures (our associations) not only support us in leadership initiatives, but they are *also* out in front, identifying issues and expertise, building networks, designing and delivering content, and creating opportunities for us to step up, reach out, and speak up on behalf of ourselves and our constituents.

Our primary association, ALA, is critical to the success of the profession in general and the present and future success of libraries, library workers, and library supporters; and although it has always managed dozens of issues simultaneously, ALA has chosen to focus on advocacy, information policy, and professional and leadership development as foundation issues for the future. To that end, ALA presidents are integrating their own vision into ALA's vision, and I believe I am uniquely qualified to lead our membership toward achieving this collective vision.

Libraries lead

We can find best practices to illustrate success for all types and sizes of library; however, a number of elements must be present for libraries to be successful. We must proactively communicate what libraries are, what they do, and the value they bring, by



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What makes libraries
unique is the expertise
within the library.
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articulating their vision, mission, goals, outcomes, and values. These critical statements must be delivered to an engaged community of constituents through advocacy and marketing. As ALA president, I will be committed to stimulating innovation, expanding content and modes and methods of delivering messages, and broadening discussions to ensure that ALA's foundation issues are at the forefront of the 21st-century library agenda.

Library workers lead

What makes libraries truly unique is the expertise within the library. Although associations often struggle

with who to represent (the library? services? resources? staff?), the reality is that the most carefully designed facilities, perfect access, the best-designed services, or the perfect set of resources are not the complete library picture until we articulate staff expertise as the most important benefit to the user as well as the value of the library. As ALA president, I will be committed to the design and delivery of education, training, and marketing content that illustrates and advocates the expertise of those who work in library and information settings.

Library supporters lead

Although library supporters and stakeholders have always been valued for their commitment and service to our profession, it has never been more important than it is now to bring them to the center of the discussion with expanded roles for their expertise to advocate for classic and contemporary initiatives. As ALA president, I will honor the contributions of supporters and stakeholders and ensure that they have positive and persuasive messages to influence decision makers and civic leaders locally and at state and national levels.

Through my work, teaching and training, publications and consulting, I have devoted my career to strengthening all libraries, regardless of type or size, and to promoting strong library leadership and management principles. Leading this Association requires not only personal and professional competencies but the support of members. I ask for your vote. ■

Libraries Add Value to Municipal ID Card Programs

As the predawn sky began to brighten into shades of red and yellow, a line of bundled-up New Yorkers from all walks of life had already formed outside the doors of two Queens (N.Y.) library branches.

“Tuesday was very cold, and library staff volunteered to go up and down the waiting line, giving out cups of hot tea,” says Joanne King, Queens Library director of communications.

The branches were among the designated enrollment sites for New York City’s new municipal ID card program, launched just the day before, in early January. Dubbed IDNYC, the program became a trending topic of conversation among New Yorkers—everyone from undocumented immigrants to young office workers—seemingly as soon as it came into existence.

Following in the footsteps of other US cities with similar programs, New York City Mayor Bill de Blasio’s administration worked in 2014 to develop a recognized photo ID card that would be available to all residents age 14 and up, regardless of immigration status, homelessness, gender identity, or other factors that can complicate obtaining other government-issued IDs.

The cards are expected to ease everyday transactions—such as opening a bank account or interacting with police officers—that can cause headaches for traditionally marginalized groups. But to encourage the general public to sign up as well, IDNYC also offers a host of cultural benefits, including the ability to serve as a public library card.

“IDNYC’s benefits package includes not only integration with the city’s three library systems but also a year’s free membership to dozens of New York City’s preeminent cultural institutions,” says Madeline Kaye, a spokesperson for Brooklyn Public Library (BPL), which is also assisting with enrollment.

For now, the public seems to be biting.

“Public response to IDNYC has been tremendous, a



New Yorkers sign up for the city’s municipal ID card program, IDNYC, at the Mid-Manhattan branch of the New York Public Library in January.

testament to New Yorkers’ enthusiasm and need for a municipal ID card that is, like the library, available to everyone,” Kaye says.

The initial demand was so high that the city quickly created an appointment-based application system. By the end of the first week, online appointments for many of the enrollment centers were already backed up to as late as July 2015.

A partner in libraries

Libraries have played a role in New York City’s vision for IDNYC since its inception, according to Luke Swarthout, New York Public Library’s (NYPL) director of adult education services. Soon after de Blasio announced the program in his January 2014 State of the City address, Swarthout explains, the city began to explore how the NYPL, Queens Library, and BPL systems could participate—beginning with

enrollment but also in other ways, such as linking ID cards to patrons’ library accounts.

“The interest in the libraries, it had to do with the trusted place that libraries occupy in communities,” Swarthout says. “And that trust is important in making

“Libraries occupy a trusted place in communities, and that trust is important in making all New Yorkers—from any background—feel like this is an ID card for them.”

all New Yorkers—from any background—feel like this is an ID for them.”

A partnership with IDNYC made sense for the city’s libraries. On one hand, they saw an opportunity to better serve their patrons, granting access to all three library systems with a single card and reinforcing the message that libraries are “free, open, and available to everyone,” according to Kaye. The libraries hope the program will introduce even more New Yorkers to their resources, services, and programs.

“It is interesting to watch the people who are waiting to see the IDNYC staff,” King says of the Queens Library enrollment centers. “The patrons sit; they notice the book display and pick something up; they notice the fliers for library events; the Job and Business Academy or the Adult Learning Center sign catches their eye. It is an opportunity to market our service offerings to a wider audience.”

A promising track record

In New Haven, Connecticut, the Elm City Resident Cards—the country’s first municipal ID—have largely succeeded in expanding the public library’s reach since their launch in 2008. Like IDNYC, the cards can also serve as library cards with an affixed barcode, or as an acceptable form of identification to apply for a separate library card.

While measuring the program’s effect on library usage is tricky, cardholders “come in to register with the library on a regular basis,” according to Cathy DeNigris, deputy director of New Haven Free Public Library.

“Library cards are now readily available to individuals that had been unable to provide the necessary documentation to obtain a library card,” she says. “The main benefit to the library has been the ability to extend our full services to immigrant populations that would not otherwise have had access to the multitude of resources we have to offer.”

At the same time, DeNigris notes that the demand for the Elm City Resident Cards has been diminishing in recent years, a trend she expects to intensify with Con-



New Yorkers waiting in line to sign up for IDNYC at the Mid-Manhattan branch of the New York Public Library in January.

necticut’s new drive-only cards for undocumented immigrants.

On the other side of the country, Denver’s MY Denver Cards program targets a different demographic—youth ages 5–18. The cards grant “free and unlimited access to the city’s 23 recreation centers, 29 pools, and 26 branch libraries,” according to Chris Henning, Denver Public Library’s marketing communications manager.

“Currently, we have 14,596 residents who have registered their card for use as a Denver Public Library Card,” Henning says, adding that 25,000 MY Denver Cards have been issued in all, but they are not automatically activated as library cards.

The cards have pleased parents—both for the free access to city services and for the convenience of consolidating several cards into one—and have made it easier to “track specific library use by Denver youth,” who would otherwise be likely to use their parents’ cards to check out materials, Henning explains.

An “outsized opportunity”

In New York City, a city of nondrivers and of immigrants, the potential benefits of IDNYC are far-reaching. “The library plays a role in access to information and resources, and this [program] has a significant and outsized opportunity to help the lives of our patrons,” says Swarthout, the NYPL representative.

For Naomi McBee, who is originally from Peru and moved to New York City in 2014, IDNYC will open up access to city offerings once out of reach.

“IDNYC will allow us to use any number of places, like as a library card or to register for school, and it’s free,” McBee told *American Libraries* while she waited in the line of applicants that stretched around NYPL’s Mid-Manhattan branch, out the front door, and into the evening dusk.

“I came at 6 a.m. and the line already went two blocks outside,” she says. “They saw only about 70 people, and we were given appointments for tonight. I hope it will be okay.”

—Lisa Schohl is a freelance writer and nonprofit communications specialist based in New York City.

Lights, Camera, Create! Library Recording Studios on the Rise

The rise of relatively inexpensive digital audio and video recording software such as Apple's GarageBand and Adobe's Premiere Pro has made it possible for libraries to offer access to technology never thought possible even a decade ago in state-of-the-art recording studios.

It's happening nationwide: Brooklyn (N.Y.) Public Library, Chicago Public Library, Hillsborough County (Fla.) Public Library, Joliet (Ill.) Public Library, Lawrence (Kans.) Public Library, Madison (Wis.) Public Library, and St. Louis Public Library, among many others, all offer such facilities. The technical capabilities vary at each location, but the mission is consistent: to offer a place where patrons of every age and skill set can learn new skills or hone existing ones.

"Our branches are centers of community-based learning where individuals from all walks of life can access technology, acquire new skills, and explore their creativity," Lane Edwards, manager of the Garfield Heights branch of the Cuyahoga County (Ohio) Public Library, tells *American Libraries*. "Audio and video recording studios enhance those traditional services and support our mission. They are high-tech learning environments where our customers are afforded endless opportunities for creative expression and personal growth."

Garfield Heights' audio recording studio offers a variety of musical instruments and digital recording equipment patrons can use to record and mix their own music.



Kids use the green screen in the production studio at the Garfield Heights branch of the Cuyahoga County (Ohio) Public Library.

Novices to professionals have used the studio to record works in genres from rap to jazz, Edwards says.

The video recording studio is fashioned like the set of a television station, complete with audio recording equipment, lighting equipment, a green screen, and a computer capable of editing and publishing videos. The studio draws an equally diverse crowd—teenagers to local businesses have taken advantage of the technology.

"We included the audio and video recording studios in the new teen section in large part because we wanted to have an excellent after-school space where students could

Inexpensive software enables libraries to offer technology never thought possible a decade ago.

learn 21st-century skills," says Edwards. "But that's not to say that the studios are only for teens. People of all ages use and appreciate them—and the fact is that there is no other space like

ours anywhere else in the city." Edwards says patrons from ages 11 to 70 have taken advantage of the new technology.

Stephanie Sarnoff, director of Schaumburg Township (Ill.) District Library, echoes Edwards's statements. Schaumburg Township's studio includes a green screen, high-definition cameras set up with TriCaster live video production software, built-in virtual newsroom sets, and digital sound recording

and editing capabilities on MacBook Pro computers. The studio was built in 2012 as part of the library's renovated teen space but it was always intended to be used by a larger constituency.

"We limited the facility to teen use during its first year to see what we would need [to operate it], but now it's open to the community," Sarnoff says. "Since we opened it up, the response has been so positive. It's the jewel in our crown here."

Schaumburg Township actively reached out to its local community, hiring a consulting firm to help spread word about the recording studio's uses. Now, in addition to music and cinematic output, the facility is used by patrons to create video résumés and for other personal projects. The principal of a



Patrons prepare to film a segment in Schaumburg Township (Ill.) District Library's production studio.

local high school uses the studio to record video clips that are later shared with his school.

"The only limitation is that users have to be cardholders, and training

and proficiency has to be established to use the equipment," says Sarnoff. Schaumburg Township offers digital workshops and one-on-one training with staff to help bring patrons up to technical proficiency.

Edwards concurs. "Everyone has their own learning curve, but we have found that most customers who use our studios have some things in common—they are eager to learn new skills," he says. Garfield Heights holds frequent orientation sessions to introduce patrons to the facilities. "Our staffers are fantastic at teaching our customers how everything works, and we have found that, regardless of age, the more our customers use the studios, the better and more comfortable they become at expressing their creativity."

—Jason Gargano is a freelance writer based in Chicago.

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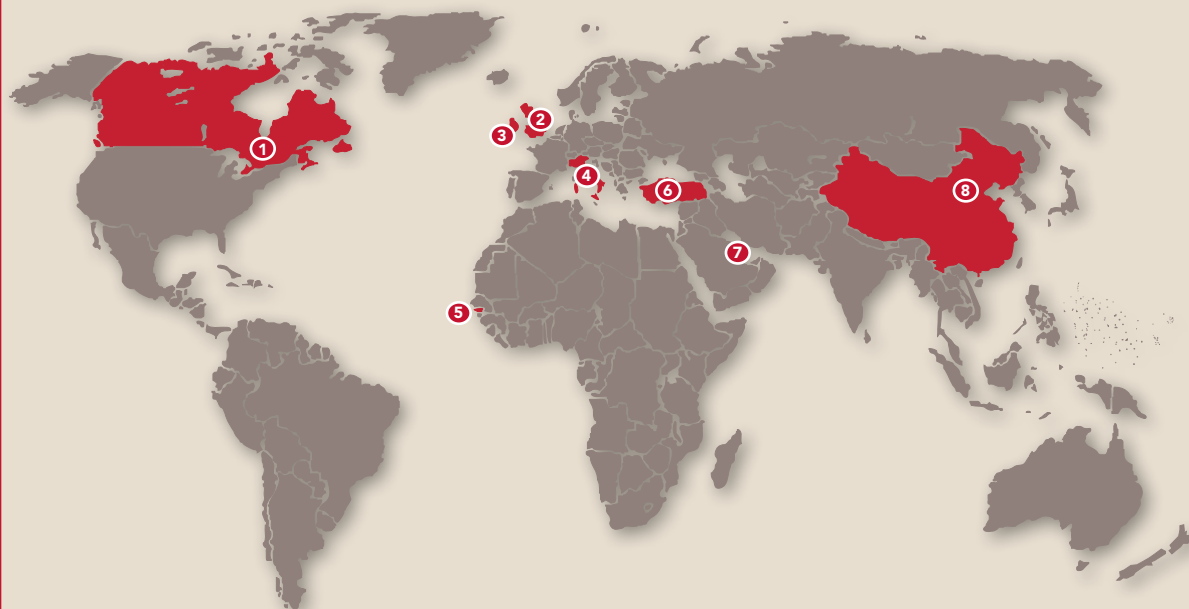
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GLOBAL REACH



CANADA ①

The Toronto Public Library has opened a Writers' Room for any writer, published or not, who needs a quiet space, a workstation, power outlets, internet access, and desk space for research materials. Patrons can apply to use one of the room's four workstations for a three-month period with an option to renew, depending on availability.—*CBC News*, Jan. 22.

UNITED KINGDOM ②

The British Library warns that its collection of 6 million unique and historically important sound recordings will last only another 15 years unless steps are taken to preserve it. The library has launched a campaign to digitize the entire archive—including songs of now-extinct birds, theater recordings, and World War I oral histories—but it needs another £40 million (\$60.4 million US) to do the job before the sounds become inaudible or inaccessible.—*The Telegraph*, Jan. 12.

IRELAND ③

The National Library in Dublin is seeking government support for a 12 million euro (\$13.5 million US) repository due to concerns over the security of its valuable collections. The new repository would be shared with Trinity College and University College Dublin. The initiative comes in the wake of an official investigation into allegations that a staff member stole at least 80,000 euros (\$90,000 US) worth of books.—*Irish Independent*, Jan. 2.

ITALY ④

The contents of hundreds of papyrus scrolls that turned into charcoal during the eruption of Mount Vesuvius in A.D. 79 have remained unknown ever since. But a new and sophisticated technique called X-ray phase-contrast tomography (XPCT) could change that. A team from the National Research Council's Institute for Microelectronics and Microsystems in Naples has identified a handful of Greek letters from a rolled-up scroll from Herculaneum for the first time. The XPCT process detects the microscopic bumps on the papyrus made by the ink.—*Reuters*, Jan. 20; *BBC News*, Jan. 20; *Discover: D-Brief blog*, Jan. 22.

GAMBIA ⑤

An African Poetry Library opened January 10 at the Oral Archives Office in the National Centre for Arts and Culture in Fajara. This is the fifth African Poetry Library on the continent, thanks to the efforts of the African Poetry Book Fund, *Prairie Schooner* (University of Nebraska–Lincoln's literary journal), and University of Nebraska–Lincoln Libraries in conjunction with individuals and organizations in Gambia, Botswana, Ghana, Kenya, and Uganda.—*Banjul Daily Observer*, Jan. 15.

TURKEY ⑥

The Atatürk Library in Istanbul is the country's first 24/7 public library. The city decided to open the library around the clock due to an intense demand by patrons who need access for studying and research. Around 600 people visit the library every day. The unusual, three-story hexagonal building was designed in the 1970s by award-winning architect Sedad Hakki Eldem.—*Daily Sabah*, Jan. 6.

BAHRAIN ⑦

The city of Manama hopes to install public reading rooms in all public parks, walkways, and gardens. As an interim step, the Education Ministry's bookmobile will park in selected areas to get passersby used to the concept and to allow officials to decide whether they want to install temporary structures, portable cabins, or permanent rooms.—*Trade Arabia*, Jan. 10.

CHINA ⑧

Riders on Line 4 of the Beijing subway can now choose from a library of 10 ebooks to read on their tablets or smartphones. The books, accessible through QR codes on the train, will rotate every two months or so. The first set of books was made available in January and are nonfiction titles on the origin and evolution of Chinese written characters. An initiative of the city government and the National Library, the system was placed on Line 4 because it has a dedicated stop at the National Library. Passengers, especially those with long commutes, have responded positively.—*China Network Television*, Jan. 14; *BBC News*, Jan. 15.

NEWSMAKER: JACQUELINE WOODSON

Jacqueline Woodson is no stranger to prestigious literary recognition. Her latest book, the memoir *Brown Girl Dreaming*, earned the 2015 Coretta Scott King Award (her second), a 2015 Newbery Honor (her fourth), and the 2014 National Book Award for Young People's Literature. Having split her youth between South Carolina and Brooklyn, New York, her books explore themes of gender, class, and race, as well as history and family. She received the Margaret A. Edwards Award for lifetime achievement in writing for young adults in 2005. In an email to *American Libraries*, she discussed the importance of capturing the childhood experience, the significance of diversity in literature, and the role libraries play in shaping our collective sense of memory.



What attracts you to writing about young people?

JACQUELINE WOODSON: I've heard people say that one tends to write from the point of view they're stuck in. For me, it's those years between around 6–15 where I have the most memory and can access events and feelings. Also, I think it's about believing in and deeply respecting young people. Maybe this comes from remembering that time so deeply and knowing that there's a validity to those years—a current of understanding that runs deeper than adults give young people credit for. Childhood was/is an amazing time, and being able to go back and be there again feels like the greatest gift one could be given. When I write for young people, I feel as though I've been graced with this gift.

Why is diversity among authors and characters, especially in children's and youth literature, important? I'm just stunned that anyone even has to explain. It's such a basic concept—people need to see people who look like them in their worlds

so that they can feel legitimized, validated, and visible. Imagine being one thing and having to spend your life reading about something else. Yes, you need that something else, but you need who *you* are, too—so that you know you exist in a bigger world.

Given the historical elements of *Brown Girl Dreaming*, do you see a place for it in broader conversations about race? *Brown Girl Dreaming* speaks to anyone who has ever loved or lost or had to move from one beloved place to a strange place that becomes beloved. It is my story but it's everyone's story because there is some part in the book that we all know—whether it's family or faith or sibling rivalry or believing in something that feels deeply unattainable. I think once people come together and begin talking about their own experiences, maybe using my experiences as a springboard, then true conversations can begin to happen. At the heart of it all, we all want the same things—to be recognized as wholly human and to be loved.

What was the experience of writing a memoir like compared with writing other books? I had to go deeper—from the inside out. With fiction, I work from the outside in; I figure out who my character is, then slowly develop them and figure out who they are as I develop them. With a memoir, I know the people deeply but the world doesn't, so I have to pull from them through my memory what I want the world to see so that the world understands why they exist and why I love them so. It was a much more internal process, deeply sad because so many of the people in the book have died, and deeply rewarding because in putting them on the page, I was able to spend time with them again.

How do you think libraries contribute to people's sense of memory?

Libraries smell like memory to me. When I remember the library of my childhood (the Washington Irving branch, Brooklyn, New York), my heart jumps a bit and I have to pause. There is something so deeply visceral about libraries for me—rooms and rooms full of people dreaming and remembering. I think it's hard to walk into a library and not have a sense of deep respect for all that they hold and stand for. And the fact that the books are yours for a while—for free!—what's not to love? Even writing this—it's about 10 degrees outside and suddenly I want to walk over to Grand Army Plaza library and just Be. There. Now. ■

Read the full interview with National Book Award winner Jacqueline Woodson at americanlibrariesmagazine.org after March 2.

In College, Time Is Money

Educating students about their financial choices

by David L. Eisler and Scott Garrison

As graduation season approaches, college students around the country are preparing to embark on their careers—and preparing themselves to pay for the degree they earned.

According to the Institute for College Access and Success, from 1993 to 2012, average student debt rose from \$9,450 to \$29,400. Additionally, the number of seniors graduating with loans has increased from 47% to 71%. Data for heads of households under 40 years of age shows that student debt results in higher levels of credit card, auto loan, and other debt.

The problem is even worse for nongraduates, who accrue per-credit loan debt (the amount of debt a student takes on to pay for courses) at a rate nearly 50% higher than degree earners, according to the National Center for Educational Statistics. They face this debt without the earning benefit of a college education.

So what can libraries do to help?

Academic libraries are uniquely positioned to provide financial literacy services to students from all majors and all academic levels. As natural, experienced partners, libraries can work with financial aid offices, academic advisors, and student life specialists to highlight this

problem, share information, and educate students about their financial choices. While there is agreement on the critical importance of financial literacy, few colleges have embedded this topic within their curricula in more than a superficial manner. Academic libraries can and need to help fill this gap.

There are a number of ways to do this, from creating individual campus initiatives to supporting national programs. Last year, Ferris State University's Library for Informa-

tion, Technology, and Education was one of more than 700 libraries of all types to participate in financial awareness and literacy efforts on campus and in the community during Money Smart Week (money.smartweek.org).

Money Smart Week 2015 takes place April 18–25.

Thanks in large part to the increased financial literacy of Ferris students, last year we reduced the average debt of our graduates by \$1,860. Our approach is four-part: containing costs, increasing institutional financial aid support, doubling our scholarship base, and reducing time to degree by one year.

Libraries help students realize that proactive strategies, especially reducing the time it takes to get a degree, will save them thousands of dollars in the long run—even if that

means taking challenging course loads and forgoing, when possible, part-time jobs in order to study. Academic libraries can also be more intentional in how they use student employees, allowing them to provide peer-to-peer services for research, writing, and other student needs, which can help students graduate faster and more efficiently while also fostering career skills.

There are exciting opportunities for libraries, working in collaboration with faculty, to explore new approaches to classroom texts. This could be anything from literature classes using electronic copies of public domain works, to science classes employing collaboratively created Open Educational Resources, potentially saving students hundreds of dollars per semester. Librarians can help their faculty colleagues navigate such related issues as open access, fair use, and copyright laws.

Each of us undoubtedly knows a student who is struggling under the burden of college loans. This is not the future we want for the very people we have dedicated our careers to helping. Working together we can make a difference for our students, preparing them for the opportunities we know a college education creates, rather than watching them fall into financial hardship that may take them decades to overcome. ■

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Academic libraries are uniquely positioned to provide financial literacy services to students.

What They Said

"It touches on all the things libraries are and should be in the 21st century. Every day I hear we live in an information economy, and this program shows that the most important place for getting hooked up with reliable information is the library."

GREG LUCAS, California state librarian, describing Fresno County's Library without Walls—an effort to inform and educate county residents who don't use the library or its services—as among the more innovative programs in the state, in "Fresno County Librarians Leave the Branch Behind, Hit the Road," *Fresno (Calif.) Bee*, Nov. 27.

"Closing libraries is the equivalent of eating your seed corn to save a little money. They recently did a survey that showed that among poor white boys in England, 45% have reading difficulties and cannot read for pleasure. Which is a monstrous statistic, especially when you start thinking about it as a statistic that measures not just literacy but also as a measure of imagination and empathy, because a book is a little empathy machine. It puts you inside somebody else's head. You see out of the world through somebody else's eyes. It's very hard to hate people of a certain kind when you've just read a book by one of those people. So in that context, as far as I'm concerned, closing libraries is endangering the future. You know, at least with the libraries there, you're in with a chance."

NEIL GAIMAN, author, on why closing libraries in the name of financial prerogatives is shortsighted, in "Neil Gaiman: Libraries Are Cultural 'Seed Corn,'" *The Guardian*, Nov. 17.

"If a parent or caregiver thinks, 'Oh, I now see why we sing these songs,'

they're more likely to do it at home or to try it at home. Or they may recognize a behavior that a child is doing that is connected to here which will, one, bring them back more, and, two, have them then maybe be motivated to try on their own to expand that and have some confidence in their abilities to teach their children."

ROBIN DUGAN, children's librarian at the Mount Airy branch of Carroll County (Md.) Public Library, on how adopting five practices—talk, sing, read, write, and play—into the library's youth programming can impact children's literacy in "Talk, Sing, Read, Write, Play: How Libraries Reach Kids Before They Can Read," NPR, Dec. 30.

"How amazing would it be to share our South Side community with the world? The library would be that gateway. This is the catalyst project we need to ignite economic growth and prosperity in the neighborhood and surrounding community. It's the type of prosperity that is achieved when people work together with a common purpose."

GHIAN FOREMAN, executive director of Greater Southwest Development Corp., on the value Barack Obama's presidential library could have for Chicago's South Side, in "Build Obama Library in South Side Park," *Chicago Tribune*, Jan. 20.

"Or maybe he has no idea and is just trying to be all cool and laid back so that kids will spend more time in the library. Maybe librarians get points or something for all the books that get checked out, points that can be redeemed for valuable goods and services, like fancy date stamps or maybe those reading posters with the celebrities on them holding books, and he has a master plan to get all the points

"We're not an archive. We want to keep a vibrant, helpful, responsive collection. It's part of what librarians do."

SAMUEL CLAY, director of Fairfax County (Va.) Public Library, on the need to weed collections and keep materials current, in "As Fairfax Library Collection Shrinks, Citizen Groups Demand Audits, More Funding," *Washington Post*, Jan. 10.

he can by charming all the charmable kids in the school and getting them to read a lot. Maybe it's not even *his* master plan; maybe it's, like, the American Library Association's master plan, and they are stocking high schools across the country with hot young librarians as part of a massive literacy initiative."

MICHELLE KNUDSEN, author, from her story about a girl falling for her high school librarian, who happens to be a demon, in *Evil Librarian* (Candlewick, 2014), p. 22–23.

"Ours is a huge community of 40,000 people, and very multicultural, so [the library needs] to be well rounded and have something for everyone. We'll always have literature and art, but we're also taking into account that people want music that's hopping, and food-related events, and things for children and the chance to connect. Whether it's with books or music that will uplift them or exercises that will keep them feeling strong and vital, we're open to it all. We're very busy here."

MARYELLEN CANTANNO, director of programming at Freeport (N.Y.) Memorial Library, on branching out to attract and engage patrons, in "On Long Island, Bookstores and Libraries Expand Their Offerings," *New York Times*, Jan. 17. ■

Gamification As a Tool

Using games to motivate people

by Bohyun Kim

Game aesthetics represents the fun part of game play—the sensations of excitement and joy, the emotions of wonder and curiosity, generated by discovering a new world that the game unveils. It encompasses an immersive narrative, the challenge that tests our abilities and boosts our confidence, and the opportunity to release our stress and clear our minds.

If we could experience game aesthetics in real life, as well as in front of a video console or a computer screen, why wouldn't we? If everyday drudgery, dull learning experiences, and stressful tasks can be ameliorated with the application of game dynamics and mechanics, wouldn't that be a great thing? In discussing *Chore Wars* and other games that gamify reality, game researcher Jane McGonigal writes that alternate realities games (ARGs)—gamified applications in this case—are games that you play to get more out of your real life as opposed to games that you play to escape it. She believes that gamification enables people to participate in their real lives as fully as they do in their game lives.

Gamification is a powerful tool because it captures people's attention, engages them in a target activity, and influences their behavior. In my *Library Technology Report* "Understanding Gamification," I offer a few examples, which you can look up at thefuntheory.com.

■ *The Bottle Bank Arcade Machine*, which gamifies recycling, was used by nearly 100 Swedes over one night in 2009. During the same period, the nearby conventional bottle bank in Stockholm was used only twice.

■ During the three-day trial period, 24,857 cars passed *The Speed Camera*

Lottery Machine, which gamifies observing the speed limit. The average driving speed (again tested in Sweden) went down from 32 kilometers per hour to 25, resulting in a 22% reduction of the driving speed.

■ *The Piano Staircase*, which plays itself when people step on each step, installed in Odenplan plaza in Stockholm, Sweden, made 66% more people choose the stairs over the escalator.

■ The winner of the *Biggest Energy Saver Contest* by San Diego Gas and Electric achieved a 46.5% energy savings (equal to 1,356 kilowatt hours for her family of three). Others who used the same energy-saving gaming app achieved 20% savings on average, compared with 9% by those who used only the in-home energy monitoring device without the app.

■ Approximately 18 million people worldwide play *Nike+*, a mobile app that gamifies running, according to a 2013 Nike press release.



Gamification captures people's attention, engages them in a target activity, and influences their behavior.

These figures and the impact of various gamification projects illustrate the real power of gamification in motivating people and

enabling them to change their behavior to achieve a new goal.

Gamification can function as a win-win strategy that results in fun, self-improvement,

and a social good, even as it seeks a goal that is closely aligned with the players' own desires and values.

If gamification can help people to save electricity and exercise more, could it also help them learn better?

Gamification in libraries can play both an educational and a semi-business role. Library activities include not only instruction and support of independent learners but also marketing library services, promoting library programs to boost attendance, and raising awareness of library resources. Libraries often advocate for funding by visitor data, usage statistics, and event participation. They are also in constant need of sustaining continuous public funding. Not surprisingly, some libraries are looking to gamification to level up. ■

BOHYUN KIM is associate director for library applications and knowledge systems of the Health and Human Services Library at University of Maryland, Baltimore. This article is excerpted from her *Library Technology Report* "Understanding Gamification."

If Not Us, Then Who?

We can't be complacent when working with vendors

by Meredith Farkas

Last June, I published a column on how libraries are doing small-scale usability testing to improve our websites, services, and spaces. However, there is a large portion of our collections, services, and web content over which we have little direct control. That includes web services provided by third parties, library catalogs and discovery tools, and databases. Some of these tools are intuitive, accessible, and meet our patrons' needs. Others we find ourselves continually apologizing for or trying to ignore. It's those that concern me.

We need to be just as dedicated to evaluating and improving those systems as we are about the systems we control. Our evaluation of databases and other online tools has to go beyond the content and functionality provided. We need to think about whether we are doing right by our patrons. Otherwise, we are not being good advocates or good stewards of their tax dollars or tuition.

Here are just a few things to consider when evaluating online tools and collections:

Is it usable? I'm sure we all have a list of databases that we recommend to people just starting out with research, and it's usually because they are relatively intuitive and easy to use. Shouldn't all of our databases be that way? There are certain databases that students find so frustrating to use that I don't

teach them anymore. Is the content always worth the bad experience?

Is it accessible? There are two kinds of accessibility I'm talking about here. The first, and most critical, is the Americans with Disabilities Act type of accessibility. At my library, we were recently considering a new collection until we learned it was not accessible to students with certain disabilities. If this isn't one of your considerations when looking at vendors, you are putting your organization in a precarious position.

The other kind of accessibility is about ensuring that no matter what device patrons are using—phone, tablet, gaming system—they can easily use our online resources. Libraries are increasingly developing responsive websites that work regardless of what device is accessing them, but some of our vendors still have not made the effort to move in this direction.

Does it protect patron data? After Adobe's terrible example of collecting and transmitting in the clear everything users were doing with ebooks in Adobe Digital Editions last year, I hope more libraries are considering this issue. We should look particularly closely at the data collection and privacy practices of web services where patrons have to create separate accounts.



We need to think about whether we are doing right by our patrons.

Otherwise, we are not being good advocates.

Does it provide good usage statistics? In this age of lean collec-

tion budgets, we should not spend money on a product that doesn't allow us to determine ROI.

Unfortunately, we can't rest on our laurels once we have signed

the contract for an online tool or collection. Products, policies, and collections change all the time, both in the library world and outside, and these businesses rely on us being complacent. When a large scholarly publisher pulled its content out of a major database aggregator a few years ago, customers of the aggregator did not see discounts or rebates for the content lost. Instead, the aggregator added a mix of lesser value and open access titles that saw less use.

We, as a profession, should not stand for such behavior, especially those of us who are part of large consortia and buying groups. If we do not advocate strongly for our patrons, who will? And if we cannot make headway with these vendors, we need to use our collective power and purse to seek out—and perhaps create—better solutions. ■

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Trends in culture, community, and
education point to increased potential for
expanding the roles of libraries of all types

FORECASTING THE FUTURE OF LIBRARIES

2015

I used to think being trendy was a bad thing—a sign of someone who lacks individuality or perhaps is fickle. But in a world of rapid change where people are more and more aware of the latest technology, news, and innovation, being trendy—or at least knowing what’s trendy—is almost essential.

In 2013, the American Library Association (ALA) announced the formation of a Center for the Future of Libraries. The project, initially supported by a grant from the Institute of Museum and Library Services (IMLS), focuses much of its work on identifying emerging trends relevant to the libraries, the librarians, and the communities they serve.

Why trends? Well, as many of us already know, it’s nearly impossible to accurately predict the future. But we can identify trends, and they can be key to understanding what the future might bring. Identifying and organizing trends helps us think about the changes happening in the world and the potential effects they will have on our future. (See Edward Cornish, *Futuring: The Exploration of the Future*, World Future Society, Bethesda, Md., 2005.) Awareness and understanding of trends can help us actively plan for our own work and for the work with the communities we serve, open new opportunities to innovate and experiment

with and within these “currents” shaping society, and better enable us to envision the integral role we can play in the future.

ALA’s center is modeled on the American Alliance of Museums’ (AAM) very successful Center for the Future of Museums (CFM), which promotes social, technological, political, and economic trends to its members and highlights the many ways that museums are innovating within those trends. CFM and its founding director, Elizabeth Merritt, have used their popular blog (futureofmuseums.blogspot.com), Dispatches from the Future of Museums e-newsletter, and annual TrendsWatch report, to help members and the general public think proactively about what the museum might look like and what they could provide in the next 10, 50, or even 100 years. AAM’s and Merritt’s work continue to inspire and influence the Center for the Future of Libraries, and we benefit from their support and expertise.

Many libraries and librarians have already proven their exceptional ability to spot trends and integrate them into their programs and services. But even the best of us can be overwhelmed by the pace of change, the amount of information, and the multiple sources and sectors from which we piece together our understanding of trends.

This special section focuses on some of the key trends shaping libraries. It pairs with *American Libraries*' annual coverage of the ALA Emerging Leaders. These librarians are, after all, representative of a new wave of library leaders who will help shape our futures—and likely have already contributed to, influenced, or led the trends that we will cover.

The first piece, “Trending Now,” is a quick introduction to the Center for the Future of Libraries’ “trend library.” The trend library (ala.org/transforminglibraries/future/trends) is designed to provide the library community with a centralized and regularly updated source for trends—including how they are developing; why they matter for libraries; and links to the reports, articles, and resources that can further explain their significance. As a collection, it will grow to include changes and trends across society, technology, education, the environment, politics, the economy, and demographics.

Makerspaces are playing an increasingly important role in libraries. Four librarians from three library makerspaces—Tampa–Hillsborough County (Fla.) Public Library System’s The Hive, the Free Library of Philadelphia’s Maker Jaw, and the Innisfil (Ont.) Public Library’s idea-LAB—talk about how maker culture is transforming their

libraries and share ideas about this important trend’s direction, in “Making Room for Informal Learning.”

Keeping up to date with changes in education is important for all of us but especially for those of us working in academic and school libraries. Joan K. Lippincott shares her thoughts in “The Future for Teaching and Learning” on how academic libraries can leverage growing interest in active learning, new media and information formats, and technology-rich collaborative spaces within the higher education environment.

Natalie Greene Taylor, Mega Subramaniam, and Amanda Waugh, all of the University of Maryland’s College of Information Studies, look at how school librarians can integrate three trends—the mobility of information, connected learning, and learning in the wild—to keep up with the future of K–12 education in “The School Librarian as Learning Alchemist.”

There is news from two library science programs’ initiatives exploring what’s ahead in library education, in “The Future of the MLIS.” This focus on the education of librarians is important for all of us.

For many of us, thinking about the library of the future begins with thinking about the future of the library as space and place. To help illustrate that future, we asked some of the winning architects from International Interior Design Association’s (IIDA) and ALA’s Library Interior Design Awards to talk about current and future trends that influenced their designs, in “The Future, Today.”

—Miguel Figueroa is director of ALA’s Center for the Future of Libraries.

■ TRENDING NOW

A library of trends that matter to libraries

By Miguel Figueroa

The Center for the Future of Libraries’ trend library (ala.org/transforminglibraries/future/trends) brings together and organizes information from across industries to present succinct information on trends, including how they are developing, why they matter for libraries, and links to the resources that can further explain their significance.

We’ve selected five trends from the collection to highlight. Visit the trend library to learn more about each and to see the expanding collection of trend information.

Anonymity

Long a hallmark of internet culture, anonymity is a selling feature for new mobile apps such as Whisper and Secret.

Information shared via anonymous apps includes emotional confessions, workplace secrets, personal boasts, and inspirational sentiments. Comments, as most do, range from the positive and affirming to the negative and critical, but many of the platforms actively discourage negativity.

Anonymous content has become popular with users and fodder for news organizations, with several apps developing relationships with news outlets.

Several recent stories have brought to light the limited anonymity these applications actually provide—still tracking user location and connecting to app store accounts, phone numbers, and password chains—making true anonymity a near impossibility.

"Anonymity is a selling feature for new apps."

If anonymity encourages deeper discussion and personal revelation, it may actually help build community. Even if anonymity flourishes, people will still need places to formalize relationships, engage in open dialogue, and seek reputable information—spaces and services that libraries and librarians can provide.

Collective impact

In the face of limited resources and combating social issues (hunger, poverty, education), organizations are adopting common agendas to address issues within their communities.

In a 2011 article in the *Stanford Social Innovation Review*, John Kania and Mark Kramer introduced the collective impact model, defining it as "the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem." Projects utilizing the model experience large-scale social change, from improved cross-sector coordination as opposed to traditional models that leverage isolated intervention by individual organizations.

While crafting enhanced solutions, projects using a collective impact model might also provide better experiences for individuals affected by these complex social issues, allowing them to simplify navigation over a coordinated network of agencies and programs.

Libraries and librarians might become highly valued and critical partners in collective-impact responses to community issues.

But as funders and governments seek more coordinated responses to social issues, libraries and librarians may need to strategically align their services and priorities with community-wide responses. Participation in collective-impact projects may require increased time and commitment, developing shared interests and strategies, managing across staffs and priorities, persuading stakeholders and boards, evaluating a diverse range of activities, resolving disputes, and sharing successes as well as failures.



The Laughing Goat at the University of Colorado Boulder's Norlin Library offers library patrons natural light, Wi-Fi, and locally roasted organic coffee.

Fast casual

Fast casual—a popular and growing concept in restaurants positioned between fast food and casual dining—incorporates counter service, customized menus, freshly prepared and higher quality foods, and upscale and inviting dining spaces.

Even as fast casual restaurants lure diners with more natural, local, and organic menu options, they also integrate technology, with customer loyalty apps, online or mobile ordering, and mobile payments. This has helped increase their appeal to millennials who are more influenced by digital engagement, convenience, authenticity, and emphasis on quality than traditional advertisement.

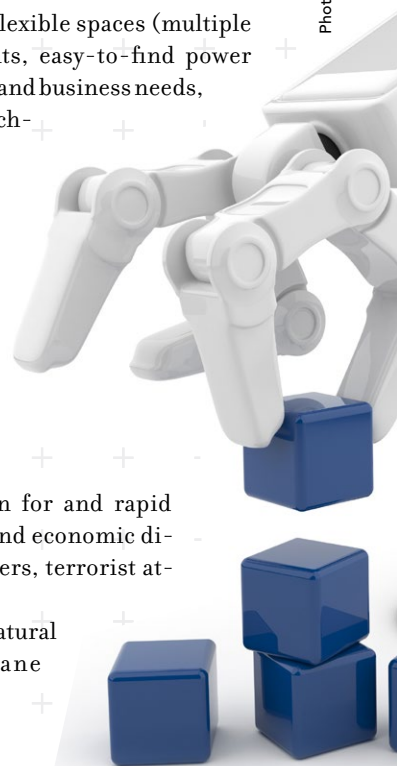
In other hospitality sectors, fast casual has advanced the growth of living-room-like flexible spaces (multiple and varied seating arrangements, easy-to-find power outlets) that accommodate social and business needs, cater to upscale tastes, and are technologically savvy.

The growth of fast casual is reflective of the ever-changing consumer values, including desires for more aspirational experiences, active and shared spaces, and upscale and technologically connected features.

Resilience

Resilience includes preparation for and rapid recovery from physical, social, and economic disasters, including natural disasters, terrorist attacks, or economic collapse.

In the wake of several recent natural disasters, including Hurricane





New York University's Bobst Library becomes a community space for connecting and charging devices in the wake of Hurricane Sandy.

Katrina (2005) and Hurricane Sandy (2012), the discussion about community resilience has accelerated. A 2012 report from the National Research Council stated, "Developing a culture of resilience would bolster support for preparedness and response and would also enable better anticipation of disasters and their consequences, enhancing the ability to recover more quickly and strongly. Resilient communities would plan and build in ways that would reduce disaster losses, rather than waiting for a disaster to occur and paying for it afterward."

The Rockefeller Foundation's 100 Resilient Cities initiative has worked with cities around the world to develop a road map to resilience, including establishing a chief resilience officer, strategy development; access to private, public, and NGO partners that can help develop solutions; and membership in a network of like-minded cities.

As city, state, and federal governments adopt resilience as a strategy, libraries may likewise need to align facilities, services, and programs. Resilience requires community involve-

ment—encouraging individuals to make preparatory and preventive decisions and providing resources and information prior to, during, and after incidents.

Robots

Robots are moving from industrial and factory settings into everyday work, educational, research, and living spaces. These collaborative robots (or CoBots) will be able to perform repetitive tasks and work alongside humans.

The declining cost of sensors and computing power that allow robots to react quickly and intelligently will help robots become safer and take on greater roles alongside humans. Robots may increasingly be introduced as couriers and messengers that can operate in programmable environments. Navigation and abilities may be improved by the increasing connectivity of devices and things (the internet of things) that will equip objects with computing and radio devices detectable and distinguishable for mobile robots.

Several libraries have utilized robots to help with materials' retrieval and sorting. Still other libraries have seen robots and robotics as a next wave for technology access and training, even lending robots to help users experience what might soon be a regular part of their futures. ■



MIGUEL FIGUEROA is director of ALA's Center for the Future of Libraries.

MAKING ROOM FOR INFORMAL LEARNING

Librarians discuss the future of makerspaces

By Greg Landgraf

The maker movement and makerspaces have swept the country and grown in numbers in libraries in recent years, as communities and libraries work to support science, technology, engineering, arts, and mathematics education by offering spaces and equipment where users can learn as they create.



Megan Danak



Sarah Winchowky



Aaron DeVries



Susan Downs

American Libraries spoke to representatives from three library makerspaces—Megan Danak, principal librarian at Tampa–Hillsborough County (Fla.) Public Library System's The Hive; Sarah Winchowky, project coordinator at the Free Library of Philadelphia's Maker Jawn; and Innisfil (Ont.) Public Library's Aaron DeVries, ideaLAB manager, and Susan Downs, CEO—about their makerspaces, the lessons they've learned about facilitating making in the library, and what they can see about the future of the maker movement and makerspaces as a more widely expected part of library service.

Each of your libraries has a unique brand for its makerspace. How did you develop the space's identity, and how has it been received by your users?

DANAK: Our main library building has a façade made of recycled pipes in the shape of a hexagon. In our planning process, we made jokes about being worker bees and having a hive mind. It's really easy to use the Hive name in an engaging way—we want it to create a buzz, and it's a hive of activity. We've had a really positive response to it.

WINCHOWKY: "Jawn" is a context-dependent substitute noun that comes from the Philadelphia hip-hop scene and can replace basically any noun. The library wanted something up to date but specific to Philadelphia. We wanted people to come and tinker and not have rigidity to the space. It was difficult at first because many of our school-age users had always been told what to do. Now they love it—there's an unbounded energy that comes out of the Maker Jawn.

DOWNS: We were renovating our largest branch, and we discovered one day that that building needed a new

roof. We were able to move into a former drugstore, and in that environment we started to do things differently.

DEVRIES: We put a new name—ideaLAB—and logo on the building. We intentionally didn't have "library" on the building at first. When we first had 3D printing in our branches, there were a lot of questions about why it was in a library. When we dedicated space to it and gave it equal status to collections, people stopped questioning it, and they realize how the makerspace and the library can be married.

How are makerspaces like yours changing users' perceptions of the library?

DANAK: There's a lot of push toward entrepreneurial culture in Tampa, but I wasn't expecting so much of the business community to be so interested. Inventors and businesspeople are asking about making prototypes on our machines. The makerspace has a lot of firsts for us in terms of technology, and the first thing that comes out of most people's mouths is, "I never thought this would be in the library."

DOWNS: We like the idea of the community kitchen, where everyone is creating and discussing and arguing together. That's engaged the people who walk through the door and it's created a very different environment than the transactional model of library service that has dominated library thinking for the past 50 years.

How have you worked to engage volunteers to help facilitate making, and what has surprised you about working with community members in this way?

WINCHOWKY: We don't necessarily have a big contingent of volunteers who apply through the volunteer office. But we have people who have been coming to maker programs for a while, and they act as volunteers because they can help other newer makers. We have informal graduated categories so that people who know how to use something can help other people who don't, and we're also working on a badging system when people have learned the processes for using a piece of equipment.

DEVRIES: Anyone who's comfortable in the space is going to become a go-to person for her niche. We've seen that happen in both our hackerspace and the digital media lab—the superstars who are just hanging out with the stuff engage with new people who are just coming to see it for the first time.

DOWNS: We see that as so valuable we don't want to endanger it by over-formalizing it. That sharing is special,



Kids work with an instructor to solder blinky badges at Innisfil (Ont.) Public Library's makerspace, ideaLAB.

and if we put up a lot of rules and position descriptions, we might lose it.

How has the maker movement allowed you to reach out to potential partners? Are there any particular challenges to working with them?

DANAK: The technology is exciting, but we're fortunate in that a lot of what's going into the space already exists in the community. For example, we're giving a venue to the existing local robotics community through our robotics center. We've been trying to make it a space where the community drives what the programming is, rather than the library saying "We're going to do this." We allow the public to book our space, and we're able to reach partners who need a space and show them the resources the library has to offer. We do have some restrictions in how people can use the space, which can be a challenge. For example, they can't charge for events, which some nonprofits want to do. We're working within existing policies and seeing if we may need to adapt them in the future.

WINCHOWKY: We've connected with local groups like the Philadelphia Youth Network, as well as national groups like the Maker Education Initiative. Having partners throughout the city and in different parts of the country helps us to be more useful to patrons and makers—we can connect them to opportunities they may not have otherwise had. Not all organizations have the same goals, so you have

to work together to figure out how a partnership can meet the goals of all the partners.

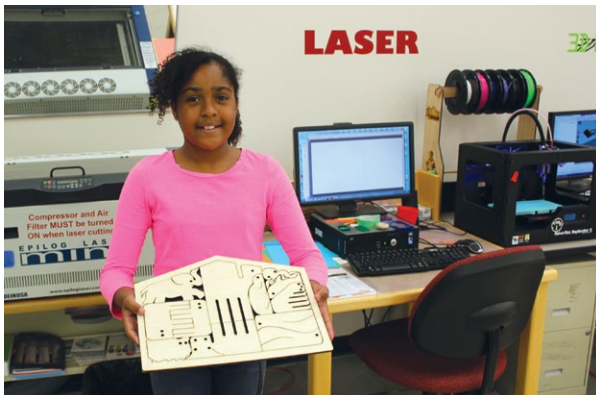
How do you determine what programs and technologies to introduce?

DANAK: We're kind of getting our feet under us in terms of what we have, with a recording lab, digital studio, Adobe software, and 3D printer. We're seeking feedback all the time and hoping to tailor services to what the public wants.

WINCHOWKY: We have several methods: periodically reviewing the needs and interests of the makers, polling maker mentors, collecting suggestions from staff and local and national partners, and responding to new initiatives from the local government or school districts. We've expanded the program into six neighborhood libraries, with an IMLS National Leadership Grant helping to fund three of them. Due to the increase in library sites, we've had to begin more formal documentation so we know where our equipment is and the information that is in our staff's heads. It's not meant to create a rigid "curriculum," but it allows others to see what we offer.

DOWNES: We had a shotgun approach at the beginning, after visiting several makerspaces, but we've realized we need to think in terms of more specific categories.

DEVRIES: Our HackerLab has four categories: 3D design (including 3D printers, design software, and eventually



A patron shows off her laser-cut puzzle, created at Innisfil Public Library's ideaLAB.

computer numerical control (CNC) manufacturing equipment), vector projects (laser cutting and etching and vinyl cutting), electronics and coding (programming, web design, Arduino, and Raspberry Pi), and arts and crafts (ranging from knitting and quilting to performance). Within those headings, we're working on learning what people most respond to.

What equipment or technology are you looking forward to introducing?

WINCHOWKY: We recently received a grant for inter-generational work. Our audience has typically been school age, but the IMLS National Leadership Grant will help us to get families and other library patrons involved in maker programming.

DEVRIES: One area I'm excited about is electronics and coding. We've often talked about the importance of learning code, but we haven't done much until now. There are great organizations in our area that we're excited to work with as partners.

What do you think is next in the maker movement for libraries?

DANAK: Libraries have always had maker programs, even if they weren't called that. But the perception is going to change as these programs expand. I think that as people come to expect this from a library, it's going to change the face of what we do. It will be like STEM education, which we've now written into our plans because our community expects us to support it.

WINCHOWKY: Not all learning comes out of a book, and libraries looking to have the maker movement flourish need to embrace the informal learning that's taking place. Making is not always quiet or orderly or clean. You also don't need big, fancy equipment in a dedicated space to have a successful program. We're on the floor with the patrons right in the library.

DOWNES: We decided we couldn't build our space on technolust, and we started thinking in terms of critical making and emphasizing STEM (or STEAM) programs. We think that creating an environment for the community to engage in is the next big thing. Formal buildings can sometimes lead to formal behaviors that can inhibit learning. We've changed some job titles and job descriptions because they can be limiting—we now have resident tinkerers and artists-in-residence, and we let them try new things that come with those new titles. ■



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THE FUTURE FOR TEACHING AND LEARNING

Librarians' deepening involvement in pedagogy and curriculum

By Joan K. Lippincott

What does the future hold for librarians' participation in teaching and learning in colleges and universities? Many are already taking advantage of the opportunities provided by the emergence of new technologies and faculty interest in giving students assignments that will engage them in their learning. I believe that the greatest opportunities for librarians lie in deeper connections to the

curriculum, adapting to new modes of pedagogy, linking technology-rich and collaborative spaces in libraries to learning, and ensuring that individuals who enrich the library's role in teaching and learning are on staff. Overall, the trajectory is for the increasing integration of librarians and libraries into the teaching and learning program of the college or university.

Librarians, pedagogy, and curriculum

The trends in higher education reform that emphasize active learning and learning as a social process converge well with an increasing emphasis on the need for students to develop collaborative skills and the ability to communicate effectively and professionally in various media. Collaboration has received considerable attention in higher education instruction, and many libraries now offer learning spaces to support group work. Developing skills for sharing information in various media beyond the traditional written text is also growing in importance.

Departments, colleges, or individual faculty might deliberately add the development of technology and information skills within the discipline as new objectives in the curriculum. To support these objectives, faculty can develop new types of assignments that require students to produce projects using a variety of technologies as a means to:

- increase student engagement with course content
- provide students with opportunities to explore new media technologies and innovate in their academic work
- increase individualization of assignments, which can also reduce plagiarism
- facilitate student expression in media that are not purely textual

The Degree Qualifications Profile (DQP), issued by the National Institute for Learning Outcomes Assessment (NILOA) and the Lumina Foundation in 2014, illustrates the kinds of proficiencies that students need to develop as they complete their academic work. For example, one of the proficiencies is: “Constructs sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences.” This inclusion of “at least one other medium” demonstrates the recognition that students will be called upon to communicate in a variety of ways, whether they pursue graduate academic work or enter a profession. However, many faculty members are not well prepared to construct assignments that ask students to develop media projects or

“Librarians can work with faculty on assignments that encourage students to experiment with new media.”

to work with students on those projects.

When faculty members assign students team-based, multimedia projects, they often incorporate changes in their own pedagogy, particularly active learning activities. This can create opportunities for partnerships between teaching faculty and librarians or other information professionals. Librarians can work with faculty to develop new assignments that both connect to the disciplinary content and encourage students to experiment with new media. In many cases, faculty are open to thinking about such assignments if they are not solely responsible for the technical aspects of its implementation. Librarians have the opportunity to work as partners with faculty, become resources for innovative teaching and learning activities, and guide students as they create new types of content for their course assignments.

The staffers at the University of Pennsylvania’s Weigle Information Commons media center have been successful in partnering with faculty from a number of departments to create and implement new types of student assignments. They include a French class assignment where students create a video of themselves acting as a self-created fictional character living in World War II Paris. An assignment in a South Asian Studies class has students create a video, working individually or in small groups, to trace a change in the meaning of a particular commodity either over time or as the commodity moved from one cultural context to another. In each of those cases, the assignment involves students finding relevant information of various types, integrating it into an innovative presentation, and producing a video that incorporates academic content.

Working with a wide variety of assignments, and not



Students at the University of Pennsylvania’s Weigle Information Commons collaborate and share information on France.



In the University of Pennsylvania's Weigle Information Commons lab, students work on an assignment.

just the typical freshman composition assignment to search databases to locate and read a certain number of journal articles, leads librarians into deeper engagement with the curriculum. Introducing freshmen to basic library concepts is important, but librarians may have greater impact if they focus more resources on working with students in upper-level courses in their majors and on capstone projects. Integrating a wide variety of information concepts into a student's academic career, focusing on such issues as the mechanisms of scholarly communication in disciplines and the economic and privacy aspects of information in society, is a much richer set of topics than an emphasis on the mechanics of searching for information. A document under development by the Association of College & Research Libraries, the *Framework for Information Literacy for Higher Education*, addresses the need for a more sophisticated and integrated approach for librarians' interaction with learning.

This table (right) illustrates the direction in which I hope that library involvement in teaching and learning will move in the future.

For libraries to become more deeply involved with learning, they need people who are willing to be involved in innovative instructional development and who have the requisite skills. Faculty in higher education institutions are often criticized for their inattention to pedagogy, but it is also often noted that few faculty have had any formal preparation for teaching. Similarly, there are many academic librarians who have had no formal preparation to take on teaching roles. Librarians with limited teacher training can work with other librarians or library specialists to team teach or develop learning activities collaboratively. They can also work with individuals in a campus teaching and learning center or an undergraduate education office, which can provide additional benefits of connecting with individuals who understand teaching and learning trends in the institution.

Library learning spaces

"Learning" in library spaces can mean many things. In traditional, quiet library spaces, students may read or think through complex problems or write, generally carrying out the tasks as solo activities. These experiences continue to have great importance, but they are not the

WHAT	FROM	TO
When instruction takes place	"One shot" class often in freshman year	Multistage through the curriculum
Types of course for instruction	Freshman composition	Focus on upper level courses in major and capstone classes
What students learn	Set of skills	Knowledge practices and dispositions
Types of student projects	Term paper	All types—papers, videos, websites, data visualizations, 3D printed objects, etc.
How learning is accomplished	Classes with lecture/demonstration	Problem-based active learning experiences

only modes of learning. In new types of library spaces, students may be creating a website or a video, working with other students on a group project, collecting, analyzing, and presenting data, solving problems, incorporating special collections materials into a media product, conducting an interview with someone in a remote location, or making a physical object.

Many academic libraries have made significant investments in technologies available to students and they also offer appropriate workspaces for student collaborative projects. One of the rationales for locating technologies and associated services in the library is that the library as a unit serves all of the institution's disciplines. Although some campus departments might have expensive equipment in place, it is often available only to faculty, graduate students, and department majors. Even if others can use the equipment, supporting services are rarely available for the broad community. In addition to offering equipment, libraries design service programs to support a broad user community, facilitating innovation among individu-

Photo: University of Pennsylvania

als and departments that lack funds for high-end equipment. Examples of these provisions include data visualization technologies, geographical information systems (GIS), and high-end media production. One growing area for academic libraries is the development of makerspaces.

Updating library spaces to include many areas for collaborative student work, the availability of a variety of technologies for multimedia production, and library staff expertise in such areas as instructional design and multimedia creation can add real value to a college's curriculum. However, when describing newly remodeled library spaces, advocates seldom cite particular ways in which the new space supports key teaching objectives or how it helps faculty offer innovative assignments. Librarians need to explicitly map out a service program linked to learning when they plan new or renovated facilities, just as they pay attention to placing equipment and furniture in the facility. There may be new program emphases in departments that could take advantage of partnering with the library. For example, the libraries of North Carolina State University and University of Nevada, Reno, work with courses to incorporate the use of 3D printing technologies into assignments.

Often faculty and students don't realize what specialized technologies and expertise is available in the library. One way to highlight what students can accomplish in media assignments for their coursework is to feature large-screen digital exhibits of student work with explanations of the kinds of content they used and the ways in which they

incorporated technologies available in the library.

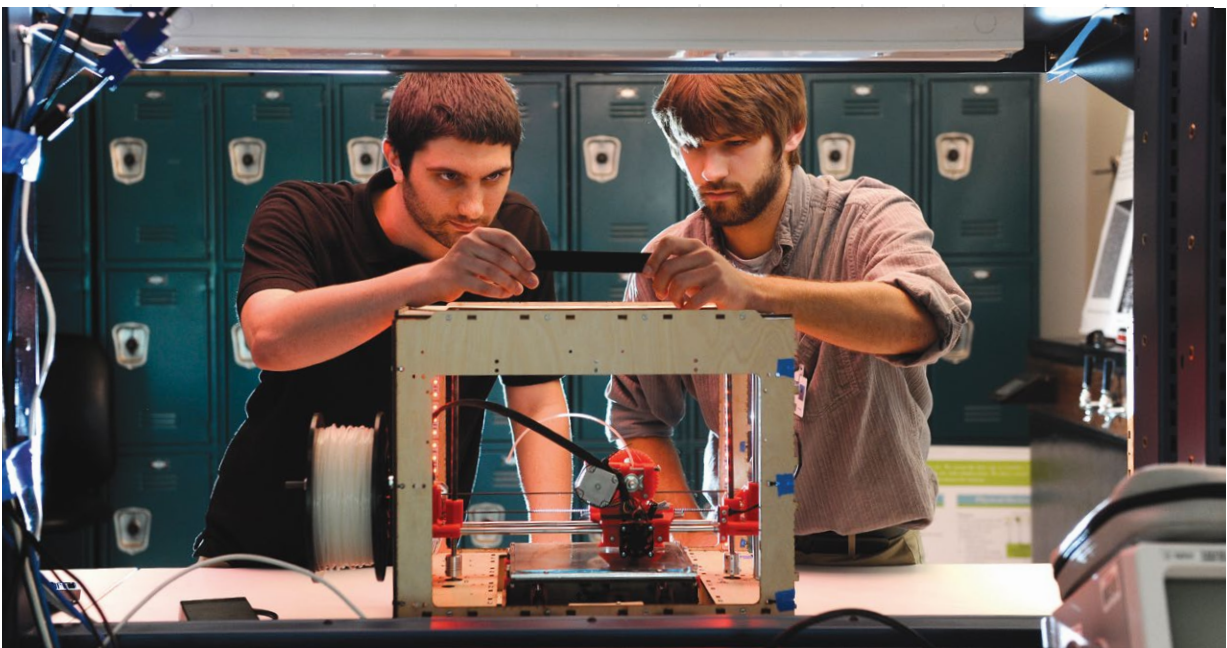
In the future, successful involvement by librarians in teaching and learning will increasingly focus on gaining a deeper understanding of the academic programs they serve; this is part of the growing emphasis on developing a robust liaison role for academic librarians. Librarians will develop a sense for what types of courses include assignments where critical aspects of information literacy are relevant. They will help students become sophisticated content creators in a variety of media, and they will increase students' understanding of important issues related to information. ■

This article is adapted from Joan K. Lippincott, Kim Duckett, and Anu Vedantham's "Libraries as Enablers of Pedagogical and Curricular Change, Educause Review Online, October 2014: educause.edu/ero/article/libraries-enablers-pedagogical-and-curricular-change. Many thanks to my coauthors for permission to adapt this content and use some of their contributions. Additional content included in this article is based on my presentation, Learning in Library Spaces at the Designing Libraries III Conference, held at University of Calgary, September 29–30, 2014. Presentation available at ucalgary.ca/designinglibraries/presentations.



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Kyle McKenzie and Corey Meade print an "audio bracelet" with a 3D printer at North Carolina State University's Hunt Library.



THE SCHOOL LIBRARIAN AS LEARNING ALCHEMIST

Transforming the future of education

By Natalie Greene Taylor, Mega Subramaniam, and Amanda Waugh

The landscape of learning is changing. Children and young adults learn not only in school but fluidly across home, school, peer culture, and community. This transformation in learning and the school environment has prompted educators to ask challenging questions about how to develop learning spaces to meet these needs within the sometimes competing economic, social, and political realities.

At the same time, school librarians continue to serve their communities by linking children, young adults, and teachers with both the information they need and the skills to use it. We've identified three trends that we see as most affecting the role of the school librarian in the near future.

Information on demand

In the near future, there will be a significant reduction in physical library space and collections. Educational technology is becoming more mobile, embracing one-to-one laptop or tablet initiatives and bring-your-own-device (BYOD) policies. Young adults also have access to their own devices: According to 2013 Pew Research Center data, some 37% of teens aged 12–17 own a smartphone and three-fourths use mobile devices to access the internet at least occasionally. More and more schools are shifting their policies about the use of these devices in the classroom away from rigid restrictions—and many educators are incorporating them into their lessons.

Even as some schools move to virtual collections, the opportunities for school librarians to influence learning will actually increase. When a collection is housed in the cloud and accessible through mobile devices, the school librarian has a greater capability to enhance learning. Colorado teacher-librarians Phil Goerner and Krista Brakhage

report such augmented reality programs as Aurasma allow students to use their devices to scan physical objects and receive interactive help and instructions. Responsive technology, or the internet of things, allows us to connect directly to objects and record real-time information, such as cost or temperature. School librarians thus control a limitless collection that taps into devices and data around the world, enhancing the research experience for students.

The importance of mobile devices in school adds to the need for school librarians to serve as policy experts for their districts. The BYOD movement, for example, can influence several school, district, local, state, and federal policies, such as those regarding access, copyright, filtering, usability, and privacy. Filtering is perhaps the most salient example, as student use of personal devices has taken the control of internet access away from school administrators. The urge to protect children and young adults on school devices and Wi-Fi must be carefully weighed against the need to teach them how to safely use the internet. Much of the information on the success of BYOD comes from companies with a vested interest in these products (for example, Intel Education's K–12 Blueprint). School librarians must advise other educators impartially on these issues.

Connected learning

The connected learning model makes use of networked technologies to promote education that is academically oriented, peer-supported, interest-driven, production-centered, openly networked, and grounded in a shared purpose. New media can support connected learning by increasing student access to knowledge, providing timely feedback and individualized learning experiences, and connecting youth to a network of individuals with expertise in areas of shared interest. The model supports learning in a variety of subject areas, including STEM subjects, but its major benefits are in out-of-school learning environments. For example, US public libraries are embracing the connected learning model by creating learning spaces and labs, thanks in part through funding from the Institute of Museum and Library Services.

Unfortunately, school is often the place that young people are forced to disconnect from ecosystems of learning that they most enjoy, resulting in a rupture between in-school and out-of-school learning. School librarians

37% of teens
aged 12–17 own a
smartphone.



Connected learning: Two students at I.S. 228 David A. Boody School in Brooklyn, New York, work together on a lesson.

are best situated to overcome this barrier as the “connected learning person” on staff, trained to embrace technology and youths’ interests and trends.

Most connected learning models in school libraries take the form of after-school or time-bound programs and clubs that focus on actively creating, making, tinkering, producing, experimenting, remixing, decoding, and designing. School librarians can transfer these experiences into formal learning by offering more lenient technology policies and mobile learning, and by conducting research that supports the success of connected learning, ever-expanding technology, and new standards. The scientific and mathematical practices and dispositions that Common Core State Standards and the Next Generation of Science Standards require in preparing students for college and careers are perfectly suited to the connected learning environment.

From learning in situ to learning in the wild

Children and young adults lack the skills to evaluate the information they find on the open web. As they move away from controlled information resources, students must develop critical thinking skills. School librarians are spearheading a shift from learning in situ to learning in the wild. Librarians will likely move away from expensive, underused subscription databases and cumbersome key-

word searching to teach students how to search effectively on the open web. This shift places a renewed emphasis on three key roles that librarians play in teaching students how to evaluate the credibility of information, respect copyright, and protect their privacy.

Indeed, these concepts formed the basis of Standard 3 of the American Association of School Librarians’ *Standards for the 21st Century Learner*: “Share knowledge and participate ethically and productively as members of our democratic society.” School librarians can encourage learning by fostering critical thinking skills, developing an ethical framework for creating and sharing information, and ensuring personal privacy.

Students will need to understand the process of creating and sharing information responsibly. A 2014 study by researchers at Northwestern’s Institute for Policy Research showed that 88% of teens shared an image online recently, and a surprising number of children under the legal age of 13 are online and sharing information in social media contexts. Many of them are sharing information, intentionally or not, that their parents would prefer they keep private. These trends point to the need for youths to undertake a deeper understanding of ethics and privacy, skills that are rarely taught by teachers and parents. However, the school librarian can and should be the educational leader in developing these dispositions that will aid in intellectual growth and responsibility.



Students at William P. Gray Elementary School in Chicago check monitors for personal daily updates and assignments as part of their Teach to One: Math program.

The school librarian of the future

Even though the primary purpose of the school librarian continues to be access to information, the new mix of mobile technology, personalized learning, and expanded learning spaces makes providing access more complicated, necessary, and exciting than ever before. The school librarian of the future will be the learning alchemist in the school, directly involved in transforming the physical and virtual spaces for learning in the school, leading shifts in technology and media-enhanced learning, and building robust partnerships with community anchors. In tandem with public librarians, those working in museums and after-school clubs, school librarians will ensure that

learning—as educational researchers Ola Erstad and Julian Sefton-Green put it—is “lifewide, life-deep, and lifelong” for all children and young adults. ■



From left: **NATALIE GREENE TAYLOR** is a doctoral candidate at the College of Information Studies at the University of Maryland. **MEGA SUBRAMANIAM** is an assistant professor at the College of Information Studies at the University of Maryland. **AMANDA WAUGH** is a doctoral candidate at the College of Information Studies at the University of Maryland and a school librarian in Prince George's County Public Schools.

THE FUTURE OF THE MLS

Rethinking librarian education

By John Carlo Bertot and Lindsay Sarin

We've all seen various reports and discussions around the future of libraries. From Pew (“The Future of Libraries: 7 Questions Librarians Need to Answer”) and the Aspen Institute (“Rising to the Challenge: Re-Envisioning Public Libraries”) to forums (ALA Summit on the Future of Libraries) to articles (Slate’s “What Will Become of the Library?”), and our own white paper (“Re-Envisioning the MLS”), there is no shortage of data or discussion on the topic. We know the challenges:

- **State and local government workforces have faced significant reductions since 2009.** In 2011 alone, state and local governments cut nearly 250,000 jobs. While some hiring has occurred lately, reductions have been significant and are unlikely to grow to pre-recession levels.

- **Securing a library job can be challenging.** Compe-

tion is fierce, and the skill sets of students who have recently graduated with an MLS need to correlate with the skills libraries seek.

- **There are many sources of information and providers of information services.** It's not just Google. Individuals have many choices of which a library or librarian may not be preferred or even considered.

- **The nature of information is changing.** Being data and information literate (analytics, visualization, curation) will be critical to success in education, employment, and everyday life.

- **Communities are changing.** We're growing older and more diverse in terms of race, ethnicity, income, and ability. The information and technology needs changing populations will pose challenges.

Given these challenges, there is need to engage in a

parallel discussion regarding the future of librarians.

To seed this discussion, the iSchool at the University of Maryland launched its three-year Re-Envisioning the MLS initiative. We started with two key questions: What should an MLS program look like in four years? And what types of students should we recruit into the profession? This duality is critical, as we anticipate substantive changes to what makes up an MLS degree, which will affect who we recruit into the profession.

Our first year is focused on engagement, with years two and three focused on redesign and implementation. More information about our efforts, including speaker archives and dates of future events, is available at mls.umd.edu (search #HackMLS).

What have we learned to date? Key findings indicate the need for MLS programs to graduate information professionals who:

- **Inform**, by serving as vital conduits to the information resources that people need when they need them.

- **Enable**, by actively providing their communities with tailored opportunities to succeed through the resources and services provided.

- **Equalize**, by ensuring that—regardless of background, ability, means, or any other factors—their communities have access to the information resources, services, and skills necessary for today and tomorrow.

- **Lead**, by taking leadership roles in their communities around access to and the availability, dissemination, and preservation of information.

Success in these areas is critical and requires the right type of person from the onset. Characteristics identified include:

- **Adaptable**. Information professionals must be willing and eager to continually learn and adapt to the people using the information, how they use information, and the kinds of services they need.

- **Creative**. Information professionals must be willing to try new techniques, programs, and services. There should be a willingness to take risks, to fail, to learn, and to try again. They must actively seek information about trends and best practices.

- **Leader**. Information professionals need to have a strong ability to communicate and adapt their leadership style to their environment, as well as effectively navigate the changing needs of organizations. They are self-reflective enough to know when to be constructively aggressive and when to provide others with the opportunity to lead.

- **Tech-savvy**. Information professionals must be comfortable with technology and have a desire to always adapt and update their skills. They should be eager to learn how to use new devices, be comfortable with social media platforms, apps, analyzing data, and developing coding skills—and should approach technology through the lens

HOW TO EDUCATE FOR OUR INFORMATION FUTURE

Simmons College Graduate School of Library and Information Science, with partners from the University of Illinois at Urbana-Champaign's Graduate School of Library and Information Science and the Faculty of Information at the University of Toronto, hosted a planning forum January 14–16, at Simmons College with the theme “Envisioning Our Information Future and How to Educate for It.”

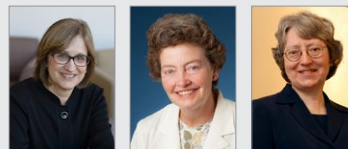
The initiative, supported by an Institute of Museum and Library Services (IMLS) collaborative planning grant, will address important questions about future skills and roles for MLS graduates and MLS education's support of those, including:

- Which of MLS graduates' skills are still valuable?
- What skills do MLS graduates need to succeed in 21st-century organizations?
- How are roles for MLS professionals changing?
- What new roles have MLS professionals begun to fill in a variety of settings?
- What additional roles could MLS professionals fill?

Forum attendees represented a diversity of stakeholder groups, including individuals associated with libraries, museums, and archives, those identified as content providers, futurists, and educators, and those with expertise in computer or data science, digital humanities, knowledge management, architecture, user experience, and other related areas.

A white paper summarizing the essence of the discussions and serving as the foundation for next steps will be made available from the project's website (bit.ly/infofuture).

The white paper is a starting point for a redesign of library and information science curricula to ensure that LIS professionals have the requisite knowledge and skills to succeed in libraries, information centers, archives, and cultural heritage institutions. The re-envisioning should also promote the integration of future LIS graduates into a rapidly evolving workforce where their expertise can address existing gaps and anticipate emerging areas to fill. ■



From left: EILEEN G. ABELS is dean of Simmons College School of Library and Information Science; LYNNE C. HOWARTH is professor at the Faculty of Information, University of Toronto; and LINDA C. SMITH is professor in the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign.

of usability, accessibility, and inclusiveness.

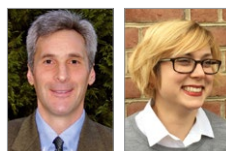
■ **Marketer.** Information professionals need to know how to advocate on behalf of their organizations and communities. They also need to anticipate and know how to articulate a vision for access, inclusion, services, technologies, and other key community needs. This requires a willingness to engage in constant and ongoing analysis and change.

■ **Service-oriented.** Information professionals have an obligation to focus on the community that they serve, individual needs, and inclusion. They need to ensure that services—whether they be programming, literacy instruction, data analysis, or records management—are designed and implemented based on the actual needs of their users and communities and not based on arcane information practices of our professional past.

Future MLS students must embrace change, work well

with ambiguity and uncertainty, be willing to pick up new skills all the time, focus on the needs of increasingly diverse communities, meet people where they are and get them to where they need to be, be able to articulate and move toward a vision, and lead.

We are only partway through our journey toward Re-Envisioning the MLS—but it is clear that the future of the MLS does not lie with those who seek a quiet refuge or who won't embrace ongoing change in the information, technology, and community needs landscapes. ■



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THE FUTURE, TODAY

Award-winning designers discuss the library of the future

By Phil Morehart

The library is in a constant state of evolution, not only in what it offers to patrons but also in its physical presence. Eight winners of the 2014 International Interior Design Association/American Library Association Interior Design Award, which honors excellence in library interior design, spoke with *American Libraries* about the future of library design and how their award-winning work reflects that vision.

Ruth Baleiko, the Miller Hull Partnership Odegaard Undergraduate Library, University of Washington, Seattle

"Digital downloads, ebooks, personal content, and live programming compete for space with books, periodicals, microfilm, audio, and video in today's libraries. The library of the future will be shaped in ways that support and enhance navigation and exchange of these new forms of information. As more and more demands are made on people's time, library services must be delivered in ways that are digitally based or conveniently located in public places for people on the go.

"Odegaard reflects the 21st-century evolution of the undergraduate library as seen by the University of Washington. They envisioned it as 'the students' office on campus,' which can provide anything necessary for them to complete their work. This concept suggests a stronger relationship between student learning outcomes and the

library. Our team seized this and worked with the university to identify a series of behaviors or learning experiences that global citizens should have as part of their university education. This list acted as the driver for design interventions within the building: All the elements we added were directly related to accomplishing and expressing those learning outcomes. Use of color, graphics, and wood scrim helped define each of these elements and tie together the entire space."

The Odegaard Undergraduate Library at the University of Washington in Seattle



Photo: Lara Swimmer



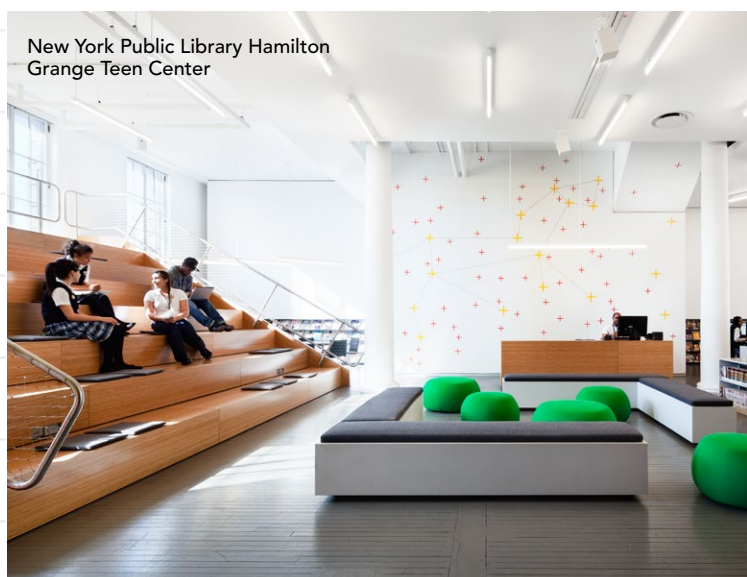
Midland (Tex.) Centennial Library

Lenda Sturdivant, Dewberry

Midland (Tex.) Centennial Library, Schaumburg Township (Ill.) Main Library Teen Center

"Libraries of the past were very heavy in shelving and housing of materials, whereas modern libraries have made a drastic shift to being almost collection-free. The thought [behind this is] that open space allows users to access more technology, and books could be retrieved from off-site storage locations. I think libraries of the future see the need for both. Collections are being carefully considered so as not to occupy too much square footage. This leaves plenty of open room for tech and social spaces, making libraries a community center for multiple activities. This is the case with both the Midland Centennial (Tex.) Library and Schaumburg Township (Ill.) Main Library. Midland houses a large genealogy department, as well as multiple banks of public computers, and a media room for recording audio and video. The Schaumburg Teen Center (see p. 20) follows suit with green-screen motion picture recording capabilities and audio and video recording facilities."

"Libraries are becoming more open and light-filled and, in turn, becoming a less formal place for groups to come together and meet."



New York Public Library Hamilton
Grange Teen Center

Lyn Rice, Rice+Lipka Architects

New York Public Library Hamilton Grange Teen Center

"Libraries are becoming more open and light-filled and, in turn, becoming a less formal place for groups to come together and meet. New York Public Library wanted to build a place where teens can hang out and be themselves with minimal supervision. We created this space by opening the teen center's floor plan and constructing niches for different types of activity like *Guitar Hero* and Nintendo Wii. Kids can be loud if they want, but there is also plenty of room for quiet areas. The open floor plan and lowered sightlines allow one adult to oversee the entire area."

Brian Lee, Skidmore, Owings, and Merrill Chinatown Public Library, Chicago

"Libraries in the future will continue to change and respond to the ways we seek knowledge. There will be more flexible spaces for evolving services and forms of information offering. These spaces, in the end, must be good architecture—human scaled; full of natural light; built with materials that are engaging and durable; and connected to the outdoor context, both through how the building is shaped in relationship to its surroundings, as well as through how it responds to the climate. Library staff in the future will be organized on the floor to be more effective 'information guides' to help patrons. Developing a plan and section that allows good sightlines and easy circulation is essential.

"Our design of the Chinatown Public Library incorporates a glass-walled community room that was placed at the ground level to be fully visible to the street and community. It is also adjacent to the library exhibition and central circulation hall. This allows the space to be a flexible, multipurpose room at the center of the library. To ensure maximum flexibility, there are very few enclosed spaces—the open plan can accommodate multiple uses and furniture or fixture arrangements over time. Eye-height bookshelves in the adult and teen areas create a sense of openness while still allowing for the creation of informal collaborative areas and intimate reading spots."



Photo: Top: ©SOM; Bottom: Timothy Hursley



St. Louis Public Library's Central Library



University of Pennsylvania Education Commons

Brad Lukanic, CannonDesign

St. Louis Public Library, Central Library

"There are robust changes happening to library spaces, and the renovations of the St. Louis Public Library's Central Library reflect that. Built in 1912, the library encapsulated the grandeur of the age, but it was also about bringing the community together. Much has changed in the more than 100 years since its opening, but the Central Library is still a community gathering space. To preserve that and move forward, we had to rethink what was intended in 1912 for today's patron. This involved removing much of the library's closed stacks. This massive project created five levels of floors filled with community areas, internet ports, and teen and kids spaces."

"Libraries are no longer single-purpose repositories of books dedicated to quiet study. They have become dynamic hubs."

Joel Sanders, Joel Sanders Architect

University of Pennsylvania Education Commons

"The transformative impact of digital technologies on 21st-century learning environments is central to my firm's work. Libraries are no longer single-purpose repositories of books dedicated to quiet study. They have become dynamic community hubs that function now more than ever as IT centers for students, adults, and underserved communities, including seniors and immigrants. Libraries have morphed from formal compartmentalized facilities into casual multipurpose destinations that allow a diverse range of people, alone or in groups, to engage in a variety of media-centric activities, both day and night."

"At the University of Pennsylvania Education Commons, our design treats the library interior as a wired 'lounge-scape' that fosters visual and material continuity between inside and outside. The 300-foot-long library is divided into a series of zones that encourage individual and collaborative learning. The library is further subdivided into a series of flexible areas with different degrees of acoustic, visual, and spatial enclosure. A suspended acoustical ceiling, called 'The Cloud,' runs the length of the building and conceals mechanical equipment and is inscribed with backlit apertures that illuminate the space." ■

By Alexia
Hudson-Ward

MY TIME AS AN EMERGING LEADER

I was a part of the Emerging Leaders class of 2007. The experience was transformational. I grew as a professional and became a more informed ALA member and a leader in our Association. It was also the catalyst to developing a wonderful new network of colleagues, many of whom became great friends.



I have to be honest: Learning how large and complex ALA is as an organization was a bit overwhelming at first. But I gradually came to understand how one can participate and contribute as I became intimately acquainted with the work of our various divisions, committees, and assemblies.

My Emerging Leaders team project entailed creating a marketing plan to promote LibraryCareers.org. We worked feverishly to craft a solid document, presentation poster, and meeting notes for the ALA Recruitment Assembly at the ALA Annual Conference in Washington, D.C. Our recommendations were well received, and many were implemented. As our team parted ways after the conference, we reflected on what we learned from the experience: how to effectively work within a virtual team, the responsibilities of a member-leader, and how to produce quality work with limited resources. I still draw from these valuable lessons today.

I am often asked how being an Emerging Leader enhanced my career. Without question, it was a prestigious honor. Being an Emerging Leader was highlighted as a positive in both my promotion and tenure letters, and it was pro-

moted internally and externally by the university. Several of my colleagues—including those outside of librarianship—continue to refer to it as a cachet to peers and students.

Equally valuable to the accolades and acknowledgments are the skill sets I was able to immediately apply in the workplace after I concluded the program. These skills included self-management, ways to thrive in a large system, and how to cultivate a network—one that continues to help me navigate professional opportunities and land mines today.

The Emerging Leaders program helped me understand that there is a special place for all of us within our amazing Association. It made me realize that there is a powerful symbiosis between ALA and its members that lasts for years: It is the ability to serve and be served through our connection to one another. ■

ALEXIA HUDSON-WARD is an associate librarian at Penn State Abington and a PhD student in managerial leadership in the Information Professions program at Simmons College in Boston. She holds the distinction of being the first Emerging Leader elected to the ALA Executive Board.

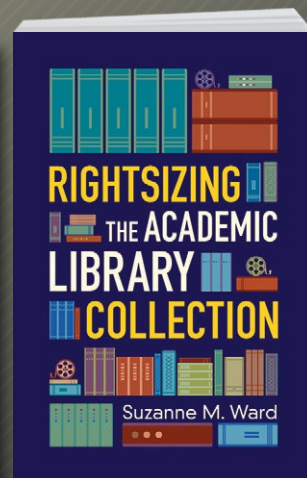
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EMERGING *Leaders*



They're the new faces greeting you at the reference desk, shelving books in the stacks, and experimenting with fresh ideas behind the scenes. These are the library world's rising stars, the generation that will move, shape, and influence the present and future of the Association and the library profession. These are the American Library Association's Emerging Leaders of 2015.

Initiated in 1997 as a one-year program under former ALA President Mary R. Somerville and revived in 2006 under former ALA President Leslie Burger, Emerging Leaders recognizes the best and brightest new leaders in our industry. It's open to librarians under 35 years of age or those new to the library profession of any age with fewer than five years of experience working at a professional or paraprofessional level. The program allows participants to get on the fast track to ALA and professional leadership, participate in project-

planning groups, network, gain an inside look into ALA structure, and serve the profession in a leadership capacity early in their careers.

At the 2015 Midwinter Meeting & Exhibits in Chicago, the 50 new Emerging Leaders were divided into 11 groups to complete a project for an ALA unit. The results will be unveiled at the 2015 ALA Annual Conference in San Francisco. *American Libraries* joined them in Chicago as they met their groups for the first time. We asked them what they think the future holds for MLIS programs.

Team A

HOST American Association of School Librarians

PROJECT TITLE Toolkit for Promoting School Library Programs

From left: Shannon Harris, Melissa Iamónico, Johana Orellana, Christina Cucci, Holly Van Puymbroeck



I can see future MLIS programs experiencing an influx of candidates as this field blends communication, research, and technology. Future library science students will drive the digital evolution, keeping libraries on the front line." —Christina Cucci



Team B

HOST Asian Pacific American Librarians Association

PROJECT TITLE Website Redesign

From left: Ximin Mi, Isabel Gonzalez-Smith, Xiaoyu Duan, Jennifer Nabzdyk



MLIS programs will become more leadership (not just management) focused and technology oriented." —Jennifer Nabzdyk



Team C

HOST Association for Library Collections and Technical Services

PROJECT TITLE Developing a Mentoring Framework

From left: Paolo Gujilde, Ivy Weir, Jamie Smith, Hannah Buckland, Jennifer Peters



MLIS programs are going to become much more about dealing with people, customer service, and finding unique ways to make the library space serve individuals as well as communities." —Ivy Weir

Team D

HOST Association for Library Service to Children

PROJECT TITLE Modeling Value for Youth Library Services

From left: Anita Kinney, Tom Bober, Ella Mulford-Chinn, Karla Carillo, Stephanie Long



Things are changing. I earned my MLS online, and I see more programs going that direction. But I wonder if an MLS or MLIS will even be necessary in the future if the field continues to change at this rapid pace. I love change, so I'm open to one day offering people with a master's in technology or related degrees 'librarian' positions. That's a controversial opinion, but I think there's much to learn from others." —Stephanie Long

Team E

HOST Government Documents Round Table
PROJECT TITLE GICC Clearinghouse

From left: Amanda Ingalls, Melissa Ringle, Kimberly Trinh-Sy, Carmen Sanchez, Erwin Camia



"I believe online computer-based learning is the future of many education programs, including the MLIS." —Amanda Ingalls



Team F

HOST Office for Human Resource Development and Recruitment
PROJECT TITLE Library Support Staff Web Project

From left: Valarie Kingsland, Rebecka Embry, Tiffany Chow



"Technology is going to grow exponentially, and MLIS programs will adapt so libraries can continue to serve our communities. It should be an exciting ride!" —Tiffany Chow



■ Team G

HOST Learning Round Table
PROJECT TITLE Learn 101

From left: Derrick Jefferson, Alexandra Hauser, Bethany Tschaepe



I'd like to see more focus on hands-on training as well as coursework and experience that ultimately creates effective information educators who can better teach and communicate with patrons." —Alexandra Hauser

■ Team H

HOST New Members
Round Table
PROJECT TITLE Endnotes

From left: Sarah LeMire, Peace Williamson, Beau Bradley, Stacey Nordlund, Nik Dragovic



MLIS degree programs should be looking into more practical and hands-on learning opportunities for their students, and letting them explore the various types of librarianship in which they might work." —Beau Bradley

Team I

HOST New Members
Round Table

PROJECT TITLE Footnotes

From left: Rachel Gammons, Amanda Goodman, John Mack Freeman, Alexandra Janvey, Cynthia Orozco



MLIS programs should focus on the development of strong teaching skills. It doesn't really matter what kind of library you work in; every time we interact with our patrons we are teaching our users how to be better information producers and consumers." —Rachel Gammons



Team J

HOST Public Library
Association

PROJECT TITLE
Membership
Engagement Review

From left: Amy Wisehart, Anna Coats, Karen Pietsch, Kaya Burgin, Sara Ahmed



I see MLIS programs shifting more toward practical applications, like internships, and continuing to focus on skills graduates really need, especially technology skills. I wouldn't be surprised to see more online-only MLIS programs cropping up." —Amy Wisehart



Team R

HOST Reference and User Services Association

PROJECT TITLE Library As Publisher

From left: Angela Kent, Beth Boatright, Rebecca Marrall, Crystal Boyce, Sarah Espinosa



I see MLIS programs offering greater cross-disciplinary programming that reflects the leading role of library and information sciences within multiple disciplines and professions." —Angela Kent

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Latino Americans: 500 Years of History, created by the National Endowment for the Humanities and the American Library Association, is part of an NEH initiative, The Common Good: Humanities in the Public Square.



GET CRACKING ON CODE

Community courses Lead to jobs_

By Kate Silver

Matt Ferguson was in a dead-end job, and he knew it. He'd become a paralegal because it gave him flexibility to spend time with his family. But working in a small office, he had no hope for advancement, and he didn't love the work. After researching different career options, he decided to learn about web development, an area ripe for growth. That's what led him to the Louisville (Ky.) Free Public Library (LFPL).

In a matter of months, Ferguson took a series of free coding classes through the library. It opened up an array of career possibilities, and he was quickly hired as a front-end web developer with an advertising agency. "When I was working as a paralegal, I had reached the ceiling," says Ferguson. "Whereas with web development, there are a lot of avenues I could go into."



Christina Koch from Software Carpentry—a volunteer organization that teaches software skills to researchers—instructs a course on Git during a weekend-long training session at Stanford University in California. Many universities and their libraries are offering coding courses to their students, including graduate students, who are finding the workshops helpful in their research.

Louisville's library system is one of many across the country offering coding courses to community members. From the East Coast to the West, different programs have arisen, aimed at kids, graduate students, and the general public. The result: improving technological literacy while filling communities' needs, and leading, even, to new careers.

Transformative learning

It was a program called Code Louisville that caught Ferguson's attention in the first place. The initiative, a partnership among several Louisville government and nonprofit agencies—LFPL, the Department of Economic Development, Greater Louisville Inc., EnterpriseCorp, and KentuckianaWorks—as well as local businesses, is the city's response to its software developer shortage. Louisville is home to a number of health-care-related companies, including Humana, Kindred Healthcare, Atria Senior Living, Trilogy Health Services, and, in recent years, has

CODING COURSES HAVE SPRUNG UP ACROSS THE COUNTRY, AIMED AT IMPROVING TECHNOLOGY LITERACY AMONG COMMUNITY RESIDENTS.

been working to fill nearly 2,000 technology jobs.

As part of the Code Louisville program, the library provides the learning platform and KentuckianaWorks (a workforce investment board and partner in Code Louisville) refers people to the library. As a library cardholder, Ferguson was able to enroll in a free 12-week course online that focused on front-end web development, where he studied independently and then met with his class and an assigned mentor once a week to review his work. Soon after the course ended, a recruiter helped him find a job as a front-end web developer, where he has been working since April.

Ferguson is one of 11 men and women who have found



Instructor Christina Koch from Software Carpentry assists a student during a coding exercise at Stanford University. In the past year, Stanford University Libraries has offered four coding workshops to its graduate students. Dozens of students and faculty attend each of these weekend-long training sessions to learn the basics of coding.

new jobs thanks to the coding skills they learned through Code Louisville (about 100 people have participated in the program since it launched in fall 2013). The initiative has been so successful that it was recently awarded a \$2.9 million federal grant to expand into other regions and will begin working with additional libraries in coming months. The goal over the next three years is to train and place 500 people in jobs.

One reason it has been so successful: LFPL had the infrastructure in place to train library members in coding for free. “It really allowed us to deploy so much faster, because the distribution channel was there, at no cost to the individual,” says Rider Rodriguez, director of sector strategies at KentuckianaWorks. “We could never have launched as quickly without the library stepping in to do this.”

That infrastructure was in place thanks to Julie Scoskie, LFPL’s director of education and outreach. In September 2013, Scoskie purchased a license for the community to use Treehouse, an online resource of courses that teaches users to code, design websites, build apps, and more. As users master each skill, they’re awarded a badge by Treehouse and move along to the next skill. To date, more than 9,000 badges have been earned, says Scoskie.

To use the program, library cardholders simply register with their card number and log on remotely. They have access to more than 1,000 videos that instruct them on programming language such as HTML, JavaScript, app development, and Ruby on Rails. Designed to teach both beginners and experts, the program releases new content almost every week.

Scoskie says that coding classes fit perfectly with the library’s role in the community. “Our role is to help people

in their pursuit of lifelong learning,” she says. “Many people are specifically looking, when they come to us, to upgrade their skills, to get a job, or to advance to a better job, and a lot of people just have an interest in this.”

She adds that teenagers especially have taken an interest in the Treehouse courses.

“As a library entity, we’re looking at not only meeting the needs that our community comes to us with but also trying to seek out things in our community that our

members haven’t even identified yet,” says Scoskie. “Treehouse was an excellent example of something we offered to the community, and we were very intentional in getting the word out.”

Cradle-to-grave literacy

Coding starts at a young age in Virginia Beach, Virginia. As the technology librarian at the Tidewater Community College/City of Virginia Beach Joint-Use Library, Cynthia Hart teaches a preschool computer course, which has “graduated” four classes. Next on tap: coding.

“[The preschool computer class] is taking early literacy and digital literacy and combining them,” says Hart. “So now I’m getting ready to start up a preschool code club. You’ve got to know how to use the computer before you can code with me.”

Hart admits that her library is a unique one. It’s located on the campus of a community college, so she has access to technology (including robots), faculty, and businesses close by. As a result, she has transformed the library into a kind of technology academy for kids and adults.

“The library is a place where the community can collaborate in a lot of different lifelong learning opportuni-

AT LFPL, PATRONS SIMPLY REGISTER WITH THEIR CARD NUMBER AND LOG ON REMOTELY. THEY THEN HAVE ACCESS TO MORE THAN 1,000 VIDEOS THAT INSTRUCT THEM ON PROGRAMMING LANGUAGES.

ties, including different types of literacies,” Hart says. She says other local libraries have early traditional literacy covered, so she’s working to connect members to other types of literacy, including technology.

About 15 years ago, the library began teaching gaming classes, and, she says, coding was a natural progression. Hart is currently teaching a kids’ code club and a teens’ code club that focus on the Python coding language. Students range from ages 6 to 17, and in both classes, they use code to create their own games. In addition, during spring break in April 2015, the library will have maker mornings and code afternoons for kids and their families. “To flourish in today’s world, everyone needs computational thinking,” she says.

Whether she’s teaching her students JavaScript, Ruby on Rails, or just helping preschoolers understand how to use a mouse, Hart says that she loves seeing kids and adults experience those *a-ha!* moments and challenge themselves to learn more.

In a recent teen coding class, she says she was thrilled to learn that, independently, all the teens had exchanged contact information and met outside of class to work on their project. She remembers how proud they were when they showed her what they had completed. That’s when she realized what an impact the library was making. “We talk about libraries being transformational and making an impact on people’s lives,” she says. “To me, that’s incredible. There’s nothing better than helping someone get to that point.”

Coding workshops

University libraries are also getting in on code courses, offering full-on boot camps to students. In the past year, Stanford University Libraries in California has offered four coding workshops aimed at graduate students. Science Data Librarian Amy Hodge says the library invited volunteers from Software Carpentry, a volunteer organization that teaches software skills to researchers, to come to campus and host the weekend-long workshops. During those sessions, graduate students, postdoctorate students, and instructors were immersed in Python, Unix Shell, and Git—software that taught them how to automate repetitive tasks, program in a testable way, and track and share work.

“Coding used to be something that I think of as fairly specialized, and now it’s expanding into all of these disciplines,” says Hodge. These workshops are a way to teach the basics and help researchers in their work.

Steve Butzel, library director at Portsmouth (N.H.) Public Library (PPL), says that the two coding classes his library offers arose from popular demand. About seven years ago, the library began teaching basic computer courses (Microsoft Office, internet skills, social media). Butzel says that a man approached the front desk, saying

GET IN CODE MODE

Are you considering starting coding classes in your library? The libraries interviewed for this story shared the following tips:

- Collaboration is key. Don’t do anything in isolation, because you don’t have limitless resources.
- Don’t overthink it. Just dive in, start small, and build from there. It doesn’t take a lot. Three or four computers and an instructor are all you need to get started.
- Make sure you’re connecting with the needs of the community. Anticipate needs, even if community members don’t yet know what those are.
- Go for it. Most libraries underestimate the demand their communities have for technology training. It’s a great service, and it adds value to the library’s role within the community.

he was frustrated with his web developer. He wanted to learn to web design himself.

In response, the library started offering a two-part HTML class. “They’re a little bit on the geekier side of our classes,” says Butzel. He adds that each class—offered about two or three times a year—usually has between five and eight students who work with free software and learn to build their own sites. “People have absolutely cherished that the library is offering these computer classes,” he says.

Today, PPL offers about 20 different technology classes, and the chairs are consistently full. Butzel says that plans are in the works for new computer courses, which will include 3D modeling and possibly even 3D printing.

“Libraries have been expanding their training from print literacy to technology literacy and information literacy, so it fits in nicely with that trend,” he says. “And, increasingly, it’s an asset when you go to apply for a job if you are at all in the information industry.”

Which brings us back to Louisville’s Ferguson: Although still new to his front-end web development job, he is already working hard to give back to the program that helped shape his path. Ferguson just wrapped up a 12-week mentorship with Code Louisville, helping a class, much like his former one, gain the skills they needed to find new jobs. He says he’ll always be grateful for the skills he learned, thanks to the program and LFPL.

“I want to give back any way I can,” he says. “It completely changed my life, and I feel like I owe them quite a bit.”



KATE SILVER is a freelance writer living in Chicago.

WOMEN IN MANAGEMENT, REVISITED

We follow up with four
leaders from a 1985 feature
on new women managers

By Greg Landgraf

Spotlight on women managers

Six recent top-level appointees tell how they got there
and what their jobs demand

Interviews by Susan Brandehoff

Marianne Scott, Canada's new National Library director, says in the previous article that the current management climate encourages women, and that more women appear ready to take on administrative responsibilities. This combination of circumstances appears to be especially true in libraries.

Although today's statistics on the proportion of women to men in top management posts are far from ideal and are likely to improve only sluggishly, all of us can cite talented, energetic, and capable women who are now rising to the top of their profession. Along the way, they have attained authority, influence, and the solid experience necessary for creative and responsive management. Women managers are making a difference in all types of libraries. This month, *American Libraries* types of libraries—administrators recently talks to six such women—administrators recently appointed to responsible and challenging posts in academic and public libraries, a state library, and a library school.

Responding to questions from *AL*, they candidly

describe how their career goals have changed over the years, their experience with mentors, and the challenges they face in their present jobs. They offer many other professional and personal insights as well.

Following their remarks is an interview with a woman facing a special management challenge: Patricia Swanson, new assistant director for science libraries at the University of Chicago, was responsible for creating one mega-library out of two. She explains why she sought the job, the complexities involved in the merger of the John Crerar and University of Chicago science collections, and her own management tenets.

There are struggles still ahead for many aspiring women, but the direction has been set by these managers and others like them. One of our inter-viewees says more women in top-level posts will change the patterns of organizations and effect a revolution in administration. Whatever their long-range impact, *AL* salutes these women for their present accomplishments, and for their spirit, dedication, and persistence. —Ed.

Career paths and planning, and challenges of the moment

How have your professional goals changed over the years? Do you try to achieve specific goals within a certain time? How closely are your professional and personal goals related?

BEAUPRE: As a beginning professional I did not have a career. I had a job. I think I did not have a career for women before the 1970s. The concept of career evolved for me over several years. In one regard, however, my professional goals have been consistent throughout my working life. From my first professional position, I have looked for challenge and the opportunity "to make a difference" within the organization and through service to individual library users. Early in my career my goals were focused on direct service to

the user—the challenges and rewards of being a supervisor were secondary.

After about eight years in the profession and having gained experience in management, reference/instruction, and collection development, I felt I had to make a decision between development as a reference librarian and development as a manager. I chose the latter. With this decision I accepted to the Council on Library Resources Management Internship on Library Resources Management in Pennsylvania at the University of Pennsylvania. De Gennaro at the University of Pennsylvania was invaluable in broadening my perspective on the profession and my career.

As I completed my 10 months in the program, I knew I wanted to be head of public services in a major research library, but I did not and do not set specific time frames for myself. I can predict pretty accurately when I will be ready to take on new challenges or, put another way, when a job will cease to provide the challenges I need.

However, the right job may not always be open just when you are ready. The next career move is always a matter of opportunity and timing, and it's rare that both are perfect. It's important to know what kind of position you want next, so you can take opportunities when they arise; but it's also important to build new challenges into a current job in case you don't find that

(Continued on p. 22)



Linda Beaupre became associate director of General Libraries at the University of Texas at Austin in July 1984, with program responsibility for public services, personnel, facilities, and support services, and general responsibility for library policies and programs. She was associate director for public services at the University of California at Berkeley and University of Michigan Libraries. In 1975–76, Beaupre was a Council on Library Resources management intern at the University of Pennsylvania. She has a BA in history and the MALS from the University of Michigan.



Mary F. Lenox became dean of the School of Library and Information Science at the University of Missouri in March 1984. She had been on the faculty since 1978. Lenox was a media specialist for the Chicago public school system, held managerial posts in learning resources at Governor's State and Chicago State Universities, and was a teacher-librarian in Chicago and public schools for several years. In 1982, she was a Kelllogg National Fellow. She has a bachelor's and a Ph.D. in education and the MALS from Rosary College.



Elizabeth K. Gay was appointed Central Library director for the Los Angeles Public Library in early 1984. She manages the public services operations of the Central Library and is coordinating plans for its expansion and renovation. Gay served as assistant science and technology, and held other posts in the LAPL system. She has a degree in English (BA), the MLS from the University of California/Berkeley, and an MBA with a concentration in finance and marketing.



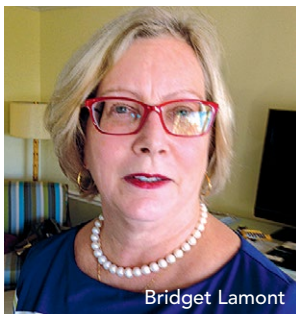
Sharon J. Rogers became university librarian at George Washington University, Washington, D.C., in July 1984. She was associate dean of the Bowling Green (Ohio) State University Libraries and head of bibliographic instruction at the University of Toledo. Rogers has also been an instructor in social sciences at Alfred University and head of documents at Washington State University. She earned a bachelor's and a Ph.D. in sociology and received the MLS at the University of Minnesota.



Bridget L. Lamont was appointed director of the Illinois State Library in June 1983. She had been deputy director and also worked in the library development, interlibrary cooperation, and children's services areas of the library. Before joining the State Library, Lamont worked in public libraries in Champaign, Evanston, and Wilmette, Ill. She has a bachelor's degree and the MSLIS from the University of Illinois at Urbana.



Judy K. Rule was appointed director of the Cabell County (W. Va.) Public Library in May 1984 after having served as assistant director since 1967. She has been a member of the executive board of the Southeastern Library Association and is a past president of the West Virginia Library Association. Rule has a bachelor's degree in education and received the MLS from Indiana University.



Bridget Lamont



Sharon J. Rogers



Judy Rule



Elizabeth Teoman

Thirty years ago, *American Libraries* published “Spotlight on Women Managers,” a series of interviews with several women who had been recently appointed to library management positions about their views of management, their goals and challenges, and their expectations for the future.

Recently, we followed up with four of those interviewees to see how their experiences matched—or didn’t match—their expectations, their observations of the current state of library management and of women within it, and the lessons they’ve learned over their careers.

Our interviewees are:

BRIDGET LAMONT, director of the Illinois State Library from 1983 to 2000, when she joined the Illinois governor’s staff as director of policy.

SHARON J. ROGERS, university librarian at George Washington University in Washington, D.C., from 1984 to 1992. She then served as the university’s associate vice president for academic affairs until 1997, and a consultant until 2002.

JUDY RULE, director of Cabell County (W.Va.) Public Library since 1984.

ELIZABETH (BETTY GAY) TEOMAN, director of Los Angeles Public Library’s Central Library from 1984 to 1998. She then served as director of Rye (N.Y.) Free Reading Room until 2006, and director of Rancho Mirage (Calif.) Public Library until retiring in 2007.

AMERICAN LIBRARIES: What has changed—and what has stayed the same—since your original interview?

TEOMAN: In 1985, libraries were learning how to be more strongly involved in the community, and that focus has become only stronger since then.

LAMONT: Most of what I said in 1985 I would repeat, even though things didn’t turn out the way I planned in terms of what I thought I would be doing. I have learned to be less concerned with title and more concerned about the effectiveness of the person. Many of the most effective people may not have the “right” title in the hierarchy, but they know how to get things done.

ROGERS: The title of the article rather surprised me. I don’t think we would label people as managers these days. The word is now “leaders,” and the change in language indicates a change in role. The other surprise is the way in which academic libraries have changed. When I started, they were firmly parked in the academic affairs strand of an institution. Now they’ve expanded their role as a place on campus, but their placement in the academic organization has floated around—sometimes they’re

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in the IT channel, sometimes academic affairs, and sometimes other places.

RULE: I think many of the things I said are still true. I still think men and women have different management styles, generally speaking.

Is there anything you learned in your career as a manager that particularly surprised you?

TEOMAN: The transition we went through in Los Angeles was amazing. We had a 1929 historic building that had deteriorated over the years, but in the 1980s there was a sense in the library that we couldn't get the support to do anything about it. The Community Redevelopment Agency developed a funding plan to expand and modernize the library as part of its project to revitalize downtown. Then, there was an arson fire at the Central Library in 1986, and the whole community saw the library threatened. People came forward with stories that showed how

know all the answers related to it. Now, I believe I have grown to have what my husband, who's in the military, describes as better situational awareness: a better understanding of how the things that are around you will impact the organization and motivate people to act the way they act. There are always reasons that people operate the way that they do. I used to get frustrated and annoyed with people at times, but now I realize I need to step back and think, "Why did they do that? What else is going on there?"

I also became a tad sharper, in the sense of being more attuned to what was around me and what made people operate. I believe a lot in delegating, but sometimes I should have double-checked people in a discreet way to make sure we were on the same wavelength.

ROGERS: The repetitive nature of problems that come up surprised me. You never solve something once and for all, because it will come back at you in a slightly different form. That means you can apply what you learned the first time. It's also surprising the extent to which simple straightforward skills have a great payoff. For example, I'm good at chairing meetings, and that simple skill had bigger ramifications that got me opportunities.

What has changed, either for the better or the worse, for women managers since the original 1985 interview?

TEOMAN: Many women managers are more educated. Many have gone to get additional degrees and training, which is hugely important. There's still sexism in individual situations, but I see that as more of a one-on-one issue than a broad assumption that women

aren't qualified. There's an assumption that men and women all have to pull their weight and do their homework.

LAMONT: I think women will always have to work harder and will always have to prove themselves—or at least, I think women will always think that. I know women have to pick up other kinds of training to make themselves as effective as they can be.

Is management more or less welcoming to women than 30 years ago, and how?

RULE: It's more welcoming than it was. I would love to see the library profession focus on attracting really outstanding young people, whether they be women or men, into the profession.

"Do women realize what juggling families and jobs was like 30 years ago? We didn't take an hour in the afternoon to address a personal issue [because we wanted] to avoid appearing weak. We never thought we could do that, and I don't think we gave ourselves enough credit." —Bridget Lamont

very personal the library is as an institution. It brought a groundswell of support for libraries citywide, and branch bond issues started passing. The public reaffirmed our responsibility to be the core of the community and we expanded our programs and services to better reflect that. We learned this through the public's response to an emergency, but now you see libraries playing this role all over the country.

RULE: Sometimes I'm surprised by how poorly people can act and how the public can mistreat library facilities. But then, on the other hand, I'm surprised by how great our staff and public can be. The innovation, suggestions, and help they offer constantly surprise me.

LAMONT: When I look back now, I think I was very trusting. I assumed that somebody with a given job title would

TEOMAN: It's more welcoming, because there's more training, and no assumption that women aren't qualified.

Has the management of libraries changed in the past three decades as a result of the influence of women managers?

TEOMAN: I've seen so many different women managers. Some were really strong and some weren't, some were really collaborative and some weren't. The importance of leadership is huge, but I don't think it's so much of a women's issue. Women are neither the answer nor the problem.

LAMONT: There's a discussion I've had with a lot of women: Do women realize what juggling families and jobs was like 30 years ago, trying to show that everything was okay when something may actually have been falling apart? We tried so hard to show we could do it all, and we didn't take the opportunity afforded to us as managers to take a little break. We didn't take an hour in the afternoon to address a personal issue [because we wanted] to avoid appearing weak. We never thought we could do that, and I don't think we gave ourselves enough credit.

ROGERS: I think it's as much a result of the societal interest in managing through teams that has come into the academic environment and perhaps highlighted skills that women have, rather than the women themselves. The whole atmosphere of how you lead an organization has changed, and societal changes and preferences have enhanced that.

What advice would you give to new female library managers—or yourself from 30 years ago?

LAMONT: Women managers are so busy taking care of the day-to-day operations of their organizations that they don't give themselves the opportunity to strategize their next move. I think men are masters at strategizing in their careers and their personal lives, and women managers need to know that it's okay to do that too—and they need to find ways to do it. Women managers need to be a lot better at promoting themselves, and resilience is a really important skill now being taught.

RULE: Working with people is the most challenging part of any job. One of the things I would say is to listen. You learn more when you listen than when you're talking. Sometimes I still need to remind myself to hush and listen to whatever's going on. There are always two sides to anything, and I've learned that rather than being so concerned about "right" and "wrong," to try to be fair to everyone concerned.

TEOMAN: Listen more, and work for a lot of different people to get as much exposure to a variety of management

Training Needed— for All

Our interviewees agreed that there is a need for special support for new library managers. That need, however, isn't limited to women. "It's important for the profession to have both men and women as managers, and both men and women need special training," Teoman says.

"Academic leadership is the best example of the Peter Principle: People are promoted into positions and need to be taught what to do," Rogers adds. "But everybody needs teaching, not just women."

As Rule observes, management entails fundamentally different work than other library positions. "I don't really do library work—I take care of the business end of the library, and we weren't taught that in library school 50 years ago," she says. "I think for public library directors, education and training in business would be advantageous."

"There are wonderful women managers in libraries, but they should also look to the community and in nonprofits for other leadership models," Lamont says. "That will both teach management techniques and help to build networks outside of the library community that are so important to get things done."

experiences as you can. Get out of your comfort zone and force yourself to learn things you don't know a lot about. Ask about the things you need to fix or improve—it's really hard for managers to say, "You need to work on this." And when you're evaluating people, be carefully candid to get someone to strengthen her weaknesses without damaging her sense of value.

ROGERS: I would underscore what I knew at the time: You're the leader, and you're the one who needs to be responsible for the big picture of how the organization can interact with its environment. You need to be the big picture person in the organization, because if you're not, you probably haven't got one.

How closely did the course of your career in the past 30 years follow your professional goals from 30 years ago?

RULE: I'm exactly where I wanted to be. I'm content but I hope not complacent. I feel like I still have something to offer this library, this community, and this state. There's

"You're the leader, and you're the one who needs to be responsible for the big picture of how the organization can interact with its environment. You need to be the big picture person in the organization, because if you're not, you probably haven't got one." —Sharon Rogers

Better Representation

One common thread among our interviewees was the observation that women are better represented in library leadership than they were 30 years ago. Rule describes her time as ALA councilor for the West Virginia Library Association. "I would go to Midwinter and attendance would be mostly men, but Annual would have far more women than men. You don't see that [discrepancy] anymore."

Teoman observed that the broad societal assumption that women are not as qualified to be managers that existed in 1985 is, if not extinct, at least minimally present today. "The 1985 interview took place at a time when a lot of the top jobs were going to men, and there was a lot of emphasis on training women so they had a chance to be selected for those positions," she says. "Now I think there's more emphasis on how to get good managers who can deal with the environments they find themselves in."

This change can be observed in the language that is used. "I think we've pretty much dropped the label of 'women managers' in favor of 'leaders of organizations,'" Rogers says. "There are more women in leadership positions, so using the 'women' label is kind of silly."

This increase in representation doesn't necessarily mean that true equality has been achieved, but it may suggest that situations have to be assessed with more nuance. As Rogers says, "Women are certainly more ubiquitous in academic library management, but whether they're 'welcomed' has more to do with the circumstances. The academic institution is, officially, welcoming, but to some extent individuals might run into a situation where another individual undercuts them."

a program in the state, "What's Next, West Virginia?" to improve the state and its economy. I'm part of the local offshoot, "What's Next, Huntington?" We've seen the population decline turn around since the last census, but we haven't achieved economic prosperity, so there's still lots to do.

TEOMAN: When I started, I was just looking for a job. My career was so much more than I expected. I had the wonderful experience in Los Angeles with so many challenges, and then the opportunity to go to the Rye (N.Y.) Free Reading Room and work in a small, intimate community before finishing my career in Rancho Mirage. The people I got to know, in addition to the things I got to do, were wonderful surprises.

LAMONT: When I left the state library and started working for the governor as director of policy about 15 years ago, I had a very different kind of staff, in that I had my own staff members, each of whom was a strong specialist in a specific area. They came with incredible experience in their field, and they had clear aspirations for what they wanted to do in the four or eight years that a governor is likely to serve. Working in libraries with the concept of community and trying to give people the information they needed to make good decisions helped me in that position to find and evaluate good ideas.

Then, my youngest son got cancer, and after leaving the governor's office I became a cancer navigator. Having an information background helped me get through those wretched, terrifying six and a half years before Jeff died.

ROGERS: I expected to move into higher education administration. I'm a sociologist in addition to having a degree in libraries, and one of my specialties was complex organization. It was clear the kind of changes that were going to occur in libraries when I finished my doctorate due to the information revolution, and it was clear that if I wanted to influence and participate in that change, working in academic administration would be a way to do that. ■



GREG LANDGRAF is a freelance writer living in Chicago.

March is
WOMEN'S
HISTORY MONTH

A CAREER OF OUR OWN

Academic
librarians reflect
on gender
and leadership

In 2004, *College and Research Libraries* published my study "Is the Revolution Over? Gender, Economic, and Professional Parity in Academic Library Leadership Positions," which found that more than half of the top administrators at Carnegie doctoral/research extensive university libraries were women. *American Libraries* recently asked me to revisit the topic of gender and academic librarianship for Women's History Month.

By Marta Mestrovic Deyrup

The second-wave feminism movement in the mid-20th century opened doors for women in educational and career advancement, particularly in academia, thanks in large part to Title IX legislation that prohibited discrimination at higher educational institutions. In 1972, the year Title IX was implemented, women held only 4.6% of high-level administrative positions at research libraries. By 2004, that percentage had grown to 52.1%. This transformation from a woman-dominated (but male-led) profession to one led by women was the result, in part, of ALA's determination to provide female librarians with the chance to gain leadership skills through committee work and the successful class-action antidiscrimination suits filed at university libraries.

AN IMPACT ON THE PROFESSION

In 2012, I surveyed more than 200 senior female academic library administrators about their perceptions of feminism and the impact the feminist movement had on the profession. My results were documented in a chapter of *Leadership in Academic Libraries Today* (Rowman & Littlefield, 2014). Some of these observations were self-evident: Salary equity was still an issue for women, and most academic library administrators reported to female

Programs, in the early 1990s. Kaufman posited in a 1993 article in *Journal of Library Administration* that as women rose to greater positions of power within the profession, they would bring a "values-based" model of leadership.

For *American Libraries*, I talked to a handful of female academic library administrators at various stages of their careers to ask them about the women's movement and choices they've made. They were:

KRISTIN ANTELMAN, university librarian at Caltech, who has been in the profession for 25 years.

ANNETTE F. BAILEY, assistant director of electronic resources and emerging technology services at Virginia Tech, and a librarian for 11 years.

ANNE R. KENNEY, Carl A. Kroch university librarian at Cornell University Library, who has been a librarian for 35 years.

KIM LEEDER REED, director of library services at College of Western Idaho, and in the field for eight years.

MARY MALLERY, associate dean for technical services at Montclair (N.J.) State University, and a librarian for 20 years.

LESLIE MORGAN, head of teaching and instructional services and first-year experience librarian at Hesburgh Libraries at University of Notre Dame, Indiana, and in the profession for 11 years.



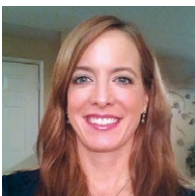
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Annette F. Bailey



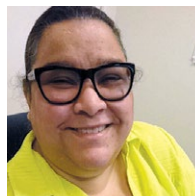
Anne R. Kenney



Kim Leeder Reed



Mary Mallery



Leslie Morgan

directors or deans but to male provosts and presidents. Moreover, the majority of academic librarians (although not those in the 25–34 age group) were very aware of the impact of the women's movement on the profession, though they did not always understand that legislation had driven these changes.

Other observations were more surprising. Ageism and family care issues appeared to be larger problems than gender discrimination, and the majority of women credited technology as a major reason for their career advancement.

Also surprising were the comments of these administrators concerning leadership. A decade ago there was real debate in library literature over whether men and women led differently. Many of the women surveyed remarked that, unlike their male colleagues, they preferred a nonhierarchical form of management. These remarks resembled the observations made by Paula T. Kaufman, librarian at the University of Illinois at Urbana-Champaign's Mortenson Center for International Library

How did you begin your career in librarianship?

MALLERY: Librarianship is a second career for me. I was working for a corporate software consulting firm and had two little children. One of the reasons I chose librarianship is because academia is, for the most part, child-friendly, as opposed to corporate America. In every university I have worked, there has been a woman president, which has contributed to an environment that has been supportive of families.

KENNEY: I didn't begin my career in the library; I began as an archivist. When I moved to Cornell in 1987, I started out in preservation, then moved into doing research on digital imaging. The archival world in the 1980s was about 50% women and 50% men at the time. It was probably a more conducive climate in which to thrive than the library world, which continues to be dominated by women.

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Do you consider yourself a feminist?

MORGAN: I consider myself a womanist—the term coined by author Alice Walker—given the communal nature of what being a woman in society is. Black women see themselves as part of a community. We stand up for our families and communities. I don't care much for a hierarchal management style. The most success I've had as a manager is when there is a sense of transparency and things are driven from the bottom up.

REED: I don't think of myself as a feminist. To claim that term, in my mind, would be to imply that I know more about the history and politics of feminism than I do. What I do know is that I have the privilege of living and working in a world where I can be a strong female leader and accomplish amazing things at my institution, all with the support and friendship of my male colleagues and superiors.

BAILEY: I wouldn't call myself a feminist.

What are your thoughts about opportunities for the younger generation now coming into libraries?

KENNEY: Well, they are the hipsters—the cool kids. My greatest fear is that they won't see administration as something worth the effort. I try to spend time with new librarians, especially as the cadre of Association of Research Libraries leaders retires, to help them see the possibility of leading an organization. It is unfortunate that librarianship can be so driven by competition rather than collaboration. We need new perspectives about what needs to be done and a real discussion about the central roles libraries have played and will play in the future.

MORGAN: The generation of librarians joining the profession since I've been a librarian are rich with ample opportunities to go beyond the traditional positions, given technology's influence. For example, a traditional reference librarian in an academic setting can now contribute more purposefully to the teaching and learning objectives of students in collaboration with various academic units.

ANTELMAN: I am seeing a better gender balance between women and men going into librarianship. There are now almost as many men as women coming into the profession. The younger people have a technical bent. They are fantastic librarians, always willing to try new and different things. My impression, though, is that not enough women are willing to be mobile in their early career,

especially if they have a family. If you want to advance, you need to move around to gain experience.

What kind of things can academic library administrators do better for their employees? How can we lead better?

REED: We can put the people who work in our libraries first. I am a strong believer in servant leadership, and I see my role as supporting the staffers who work in my library. More and more, they are seeking better work-life balance, and part of my job is to understand, empathize, and help them get there. Because the happier they are, the more committed they'll be to their job and our organization.

BAILEY: The problems that exist are more in how things are managed at the university level. For example, Virginia Tech has taken steps to assist faculty with work-life balance. The university introduced a "stop the clock" policy that extends the tenure clock for new parents. There are many more things libraries could do to support the profession, however, such as day care.

How did you get your technology skills? Did your knowledge of technology help you become an administrator?

MALLERY: My feeling is that it didn't. As a manager, technology will get you only so far. A director's job is political. You need to work well with people and, especially in a collective bargaining environment, understand union contracts. The provost doesn't want to talk about library systems; he wants to see the big picture.

ANTELMAN: My first professional job was in 1990. I worked in systems and it gave me a lot of chances to take leadership positions, because people were seeing that technology was the nerve center of the organization. It touched everything we were doing. I taught myself technical skills. Libraries at that time didn't have dedicated systems administrators or programmers.

BAILEY: I am largely self-taught. Some skills I learned from getting a master's degree in library science, taking classes online and in-person at Virginia Tech. My sense is that most of my male colleagues with a technology background have a more formal education in computer science. ■



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THE

BOHEMIAN LIBRARIAN

BY ELLYN RUHLMANN

Library school grads
veer off the well-trodden career path
and discover rewarding vocations

In the middle of the Sierra Nevada Mountains, Virginia Sanchez spends her day establishing order. She sorts through the collection of materials she inherited with her new job—some of which sits in boxes. The work keeps her busy, but she's eagerly waiting for a call to help off-site with another project. Sanchez says part of her job as librarian of Yosemite National Park includes going on bear team expeditions with the rangers to count cubs and track the population.

It's not at all what she envisioned herself doing while in library school in Arizona, but she's thrilled at this new slant on librarianship.

Sanchez is among the growing group of MLIS grads using their degrees as passports to an array of fascinating jobs available outside the traditional library setting. They're flying to exotic places like Beijing and Australia and presenting at conferences. They're patenting new software, managing popular webzines, and developing curricula in response to a rapidly morphing profession.

What's prompting the trend? In part, changes to the job market. The US Bureau of Labor Statistics projects a 7% growth in employment for librarians from 2012 to 2022, slower than the 11% average for occupations across the board. Instead of feeling discouraged, librarians have responded by applying their set of widely transferable skills to alternative careers in publishing, IT, higher education, sales and marketing, finance, insurance, and special collections.

This story will provide tips for job seekers looking beyond the library walls; highlight some of the unconventional career opportunities available to librarians; and offer firsthand advice from the experts—MLIS grads who leveraged their degrees to land rewarding (and sometimes surprising) jobs.

WHERE TO START

In her book *What's the Alternative? Career Options for Library and Info Pros*, Rachel Singer Gordon recommends that librarians begin their career search by identifying the aspects of the profession that are most important to them. For example, do you thrive on working with the public? Do you love research? Are you committed to intellectual freedom? That process will help job seekers decide which industries as well as specific jobs to target.

"You really have to work backward," says Abe Crystal, cofounder of Ruzuku, a software platform that helps users develop online education. "Decide on a career, then look for the best way to get there." After finishing his PhD in library and information science at the University of North Carolina at Chapel Hill (UNC), Crystal began working at his alma mater as an adjunct professor. He always enjoyed developing product ideas, so he gradually launched a career as an entrepreneur.

The prospect of being your own boss often attracts people to consulting careers. According to Ulla de Strick-





Left: Andrea Muto standing next to an American project colleague, a driver, and a military guard on top of a mountain in Kabul, Afghanistan, in 2007. Above: Muto at the Assembly of Kosovo in 2008, presenting a compilation of civil and criminal Afghan laws she helped published.

er in her book, *Is Consulting for You? A Primer for Information Professionals*, libraries and private corporations will hire MLIS grads for contract work such as product research, collection management, operations assistance, and human resources.

Consulting opportunities for people with library skills will continue to expand, says de Stricker, but librarians need to carefully weigh the benefits and drawbacks of self-employment. The pros? You control which projects you take on, and may even get to spend the day working at home. But not everyone likes that kind of isolation, the irregular work hours, and unpredictable income.

RESEARCH VENDORS

Library school grads looking for more steady nontraditional work will find plenty of opportunities with vendors. To see a comprehensive list of companies that provide products and services to libraries, visit the American Libraries Buyers Guide (americanlibrariesbuyersguide.com).

“A lot of people wondered how I ended up working at a software vendor,” says Tamir Borensztajn, vice president of discovery strategy at EBSCO. He and his former MLS classmates at Simmons College would get into robust discussions about librarians serving in commercial organizations. But he says software companies are well-recognized as a vital part of the library community. “It’s a partnership that’s very much valued.”

For Hilary Newman, the decision didn’t center on whether to work for a library or a vendor—she just had to decide which vendor. Newman accepted a job at Innovative Interfaces and moved to California right out of library school. She says she loves combining library work with the brisk pace of business.

“I have the coolest job!” she says of her current role as vice president of customer engagement. Newman travels to libraries all over the world—meets with directors, investigates trends and technology needs, and comes up

with solutions. Also involved in user group meetings, she recently flew to Australia to give a presentation to more than 60 librarians.

EXPAND YOUR SCOPE

A willingness to relocate (as Newman showed) can dramatically open up career possibilities for library school grads. BehnTrader earned his MLIS degree online through the University of North Texas while serving as branch manager at Buena Vista (Va.) Public Library. After that, Trader says he stayed flexible and cast a wide net in searching for a job.

Recorded Books, an audiobook publishing company located in Maryland, called for an interview, and Trader was able to parlay his cataloging courses into a full-time job. His main duties now involve working with a programmer to convert metadata into MARC format and create records.

Several sites can help librarians identify nontraditional job listings outside their immediate radius. ALA JobLIST (joblist.ala.org) offers advanced search criteria that allow job seekers to narrow their search by city and state as well as by keyword and category. David Connolly, classified advertising coordinator, says JobLIST hit a new peak in 2014 with the most number of jobs listed since its launch in 2006.

Another excellent resource is INALJ (inalj.com), which maintains a job database managed by a network of librarian volunteers in every state and provides international listings as well. INALJ features a helpful sidebar of keywords for identifying nontraditional jobs that require the library skill set, such as “futurist,” “taxonomist,” and “knowledge architect.”

CONSIDER TEMPING

If you’re not sure what kind of work these jobs entail or whether you’d even like doing them, temp work can offer a low-commitment preview. Kate Kosturski began as tem-



AN UNCONVENTIONAL LIBRARIAN TALE

Browsing the website for the American Association of Law Libraries, Andrea Muto came across a job posting looking for someone to create bench guides. “I thought, ‘Law degree? Check. Library degree? Check. Location? Kabul. Wait—what?’” says Muto. “It seemed insane. Try to explain to anyone, let alone your parents, why you’d want to work in Afghanistan in 2007.”

Muto interviewed, packed up, and flew out anyway. She had worked at LexisNexis for 10 years after finishing an MLIS at Kent State University and a JD at Cleveland-Marshall College of Law in Ohio. She was ready for a change, and she got it.

“I walked off the plane and it was a cacophony of craziness,” says Muto. “All the women were wrapping up; people were running around looking for their luggage.” The lights at the airport were also out because (she learned later) a bomb had gone off earlier. And to top it off, Muto spoke neither language: Dari or Pashto.

She eventually found her trampled luggage and her driver, and made it to the gated guest house she would share with 15 other internationals. Situated outside the US embassy, the group had its own security detail and had to maintain a low profile. “The aid workers weren’t as much of a Taliban target as the military,” says Muto. But the danger increased, and by 2009 no one could travel freely around Kabul.

Once there, she set to work. There was no law library at Kabul University, only a library shell with poor lighting and little or no heat. Muto was assigned to hire a staff and develop a collection of primary and secondary sources to serve the secular and Islamic law faculties.

Muto’s team built reference desks, shelves, and conference rooms; purchased books from Pakistan and Egypt; hired staff; created a temperature-controlled archive; and published the laws of Afghanistan from 2000 onward. For the first time in 30 years, Afghan judges had access to the nation’s official laws, says Muto.

Afghanistan’s first law library remains open today, and one staff member stayed as others fled the country—including Muto. She’s now serving as deputy chief of party for a Rule of Law Project in Pristina, Kosovo, funded by the US Agency for International Development. The project ends March 2015, and Muto isn’t sure where she’ll go next. She’s open to options.

porary support staff at JSTOR, a shared digital library that includes more than 2,000 academic journals, and quickly leveraged her data skills (coworkers call her the Excel Goddess) to take on more responsibilities. Eventually she worked her way into a full-time position.

Kosturski and Maridath Wilson, both MLIS graduates of Pratt Institute in Brooklyn, New York, serve as institutional participation coordinators in the outreach department at JSTOR. It’s a varied role that involves maintaining a close dialogue with libraries and consortia worldwide,

analyzing data, preparing usage reports, identifying trends, and developing software training programs.

Wilson likes that diversity. In one workday, she says she might have a meeting on MARC records and the tools used to provide them; later she’ll discuss ebook acquisitions; and then work with a consortium on content. “I appreciate being able to feel connected to all sides of a library,” she says.

NETWORK

People pursuing new careers are most likely to get job leads from someone they know, says Gordon. “Get to know people in your chosen field, and build a support system of people committed to your success, from family and friends to mentors and ex-coworkers,” she says.

Rachael Altman earned her MLIS from Syracuse (N.Y.) University, then spent a couple years in collection development and reference in libraries at Alabama State University in Montgomery and Rockford (Ill.) University. She enjoyed working with students, but her real passion was research. Altman decided to explore corporate career options—possibly in knowledge management or intelligence.

“To market myself to these corporations, I had to learn the lingo and what they were looking for,” she says. Altman used LinkedIn to reach out to people (mostly strangers) who worked at companies or held positions she found interesting, and she met many helpful mentors that way. Offline, she continued to network assiduously at professional organization meetings.

ALA annual conferences serve as fertile networking ground. A session called “Check Out a Librarian” allows attendees to spend a few minutes one-on-one with librarians serving in such diverse roles as museum and government jobs, marketing, and IT, says Beatrice Calvin, program officer in ALA’s Office for Human Resource Development and Recruitment. “It’s like speed dating,” she says.

After five months of interviews and handshakes, Altman landed her current job as a corporate research analyst at Grant Thornton International. “Exciting, exhausting, heartbreaking ... but it all worked out!” She likens her work now to solving puzzles—except she’s piecing together corporate family trees. Altman researches their history, organizational structure, where they’re located, and who owns whom.

GO PRO BONO

Naomi House turned networking into a rewarding career of its own. Two weeks into the October 2013 government furlough, she found herself suddenly jobless. She had been working for a contractor as a librarian at the US Census Bureau. On the side, House managed a fledgling discussion list called (ironically) I Need a Library Job.



No longer tethered to her job, House realized she was ready for a career change anyway. She loved the people she worked with, but the commute and certain aspects of her job made her weary. So she threw her energies into her volunteer work: building her website (renamed INALJ) and helping librarians connect with one another and employers.

“Tome, ‘library’ isn’t a place; it’s a skill set,” says House, who coordinates more than 180 INALJ volunteers nationwide. That experience has helped her facilitate T160K (t160k.org), a crowdfunding venture focused on raising money for cultural and artistic development projects in Africa.

Volunteering not only kindles new interests, it can give students valuable real-world experience. “Courses are strong on concepts and weaker on practical knowledge,” says Crystal. “You need both.” He recommends library students seek out clients, such as a nonprofit that might need help organizing its internet content, and offer free assistance.

KEEP LEARNING

“Our field is changing incredibly rapidly,” says Sandra Hirsh, professor and director of the school of information at San José (Calif.) State University (SJSU) and chair of the *American Libraries* Advisory Committee. “While the foundation remains, the shelf life of some of the skills can be short.” It’s essential for job seekers to continue to invest in themselves and stay up to date with emerging technologies, she says.

SJSU and other schools offer opportunities for MLIS grads to learn about changes to the profession and explore new career tracks. Every year, SJSU faculty members perform an audit of job postings on sites such as Monster.com and other databases, Hirsh says, and they use that information to develop new courses geared toward a variety of industries. Examples include cybersecurity, digital copyright, information integrity, open-source software, and crisis informatics.

Many postgraduate classes are available online for low cost or even no cost—and they can help revitalize your skills and your résumé. Here are a few options:

■ **Post-Master’s Programs:** SJSU, UNC, and other



Virginia Sanchez, librarian at Yosemite National Park, poses with a flag from the University of Arizona, her alma mater.

library and information science schools offer certificate programs designed to help enhance professional development. These customizable programs allow participants to choose study tracks of interest—such as digital curation or web programming.

■ Continuing Education

Workshops: Simmons Graduate School of Library and Information Science hosts a variety of workshops for MLIS grads, like “Starting and Growing a Research Business” and “Taxonomies and Controlled Vocabularies.”

■ Virtual Conferences:

Similar to webinars, these conferences feature distinguished speakers and panelists from the industry. They’re

free, and you can register in advance, log in, and attend them at home.

■ **MOOCs:** SJSU has offered “Emerging Future: Technology Issues and Trends” and “In the Hyperlink Library.”

While the courses have changed since Sanchez graduated from library school in 2004, they flow from the same source. MLIS students will continue to learn how to help create and record knowledge. The methods may—as Hirsh says—have a short shelf life, but the essential work of a librarian does not.

“Our field has always prepared people to work in different environments,” says Hirsh. “We’re the original [source of] user-centered design, and there will always be a demand for people who understand users and technology.” She believes librarians’ opportunities are limited only by their imaginations.

Shortly after she started at Yosemite, Sanchez realized it was her MLIS scholarship that led her there. She attended the University of Arizona as a Knowledge River scholar—a role that centers on preserving our cultural heritage and facilitating conversation among diverse communities. She considers her work at Yosemite, from automating the library to tracking the wildlife, a logical offshoot of that mission. ■



ELLYN RUHLMANN is a freelance writer based in Grayslake, Illinois.



Get ready for *THE* global event for librarians and libraries!



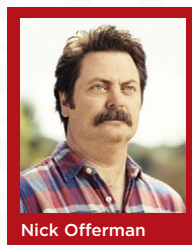
Haifaa al-Mansour



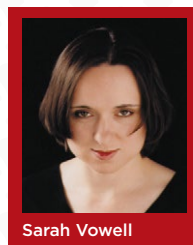
Edwidge Danticat



Roberta Kaplan



Nick Offerman



Sarah Vowell

- + 500+ programs, discussions, and sessions, including dozens of thought leaders on ebooks, digital content, innovation, community engagement, transformation, emerging trends, leadership, policy updates, and more
- + Unlimited networking, conversations, social opportunities—facilitated and informal, planned and impromptu
- + 900+ exhibitors highlighting new and favorite titles, products, technology and services
- + World-class speakers, including Haifaa al-Mansour, danah boyd, Edwidge Danticat, Joshua Davis, Roberta Kaplan, Nick Offerman, Sarah Vowell, Maryanne Wolf
- + 800+ authors and illustrators on live exhibit hall stages and in pavilions
- + 150+ poster sessions on the latest hot topics and trends
- + 30+ preconferences
- + ALA JobLIST Placement Center
- + Leading library and publishing awards and celebrations
- + And a whole lot more!
- + #ALAAC15

Nick Offerman photo by Emily Shur; Sarah Vowell photo by Bennett Miller



**“MAKING YOUR CASE TO ATTEND” RESOURCES AND
REGISTRATION AND HOUSING AT ALAANNUAL.ORG**



MEMBERS TALK DIVERSITY AND TECHNOLOGY

Attendees celebrate early reading influences—and make plans to carry them forward to new audiences

By Greg Landgraf

▶ Video available at youtube.com/user/AmLibraryAssociation/videos

Chicago's fifth-largest snowstorm on record could not deflate the enthusiasm of more than 10,000 Midwinter Meeting & Exhibits attendees who came to the American Library Association's (ALA) headquarter city to discuss how libraries can better serve patrons as demographics rapidly shift.

Diversity was a major theme of this year's meeting. It culminated at the Youth Media Awards ceremony, where ALA President Courtney L. Young observed the need for all children to have access to materials that reflect their experiences. "Our country is a melting pot of cultures, yet the percentages of children's books released

each year either by a person of color or with a multicultural theme fails to compare with the country's rapid shift in demographics," she declared. ▶

As noted by Edith Campbell, assistant librarian at Indiana State University, in an Ignite Session, only 18% of the children's books published in the past 18 years were about children of color, even though 47% of children in the US are not white. Formal programming such as the Diversity League panel on the exhibit hall PopTop Stage and the Day of Diversity hosted by the Association for Library Service to Children (ALSC) sought to address this issue. But attendees also carried this idea

with them, discussing the need to buy, promote, and protect diverse books through in-person conversations and online via the #WeNeedDiverseBooks hashtag.

The Exhibits Round Table (ERT)/Booklist Author Forum highlighted how comics can promote both literacy and diversity in all forms.

"Ethnic diversity is hard to keep a secret because it's a visual medium," said Gene Luen Yang, author of *American Born Chinese*. "The same issues that face storytellers in other media face storytellers in comics. How do we represent groups we're not a part of authentically? You have to find a balance. We have to be will-

ing to tell stories that we are uncomfortable telling.” 

“I can do with a picture so much more than I can do with words,” said Cece Bell, author of the graphic memoir *El Deafo*, which earned a Newbery Honor. Simply writing about her experience growing up with hearing loss didn’t ring true. “Being able to tell it in pictures is my way around that,” she said. For example, she can use empty speech balloons to show moments when she could hear nothing, or balloons stuffed with gibberish to show when she could hear but not understand. While *El Deafo* is aimed at children, Bell said that hearing-impaired adults have told her, “I bought 20 copies of this, and I’m passing it out to all of my friends and all of my family so they can see” their experience.

Cornel West, professor of philosophy and Christian practice at Union Theological Seminary in New York City, delivered the keynote speech at the Martin Luther King Jr. Holiday Observance and Sunrise Celebration, sponsored by the Black Caucus of the American Library Association and the Social Responsibilities Round Table. “Martin Luther King knew that justice is what love looks like in public, just as tenderness is what love looks like in private,” West said. “Everybody loves him now that the worms have his body, but when he was alive, 72% of whites disapproved of him and 55% of blacks disapproved of him,” because he was seen as antiwar, unpatriotic, a spokesman for Radio Hanoi, and an apologist for socialists.

Satia Orange, the former director of ALA’s Office for Literacy and Outreach Services (OLOS) who began the annual observance in 2000, gave a call for action to all librarians: “Make libraries more relevant for people. Heed a call to leadership. More than ever, the people back home need us.”

The Women in Geekdom panel addressed the need for more women in science and technology. Mo Fong,

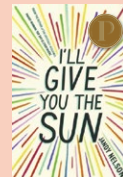
director of K–12 education outreach at Google, observed that only 18% of college graduates in computer science are women, down significantly from about 30% in the 1980s. Meanwhile, Emily Graslie, chief curiosity correspondent for science and education at Chicago’s Field Museum, reported that only four women host science channels on YouTube—including her Brain Scoop web show.

The panelists agreed that libraries can provide a safe place for all people to discover and grow to love nerdy things, from comics to coding. Community is key. “We tend to think of membership as ‘people pay dues and so they’re part of this community,’” said Tricia Bobeda, cohost and execu-

tive producer of the Nerdette podcast. “But membership means more than people’s dollars. It’s about creating community; that’s what libraries do.”

Librarians can successfully facilitate and participate in geek communities without being the expert in the room. That’s especially true when working with kids. “As adults, being a beginner is a great way to engage kids because it makes them be the teachers,” Bobeda said. Doing so will empower children to mentor each other.

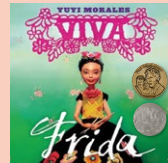
Fong recommended two resources for librarians who want to create computer science programming but don’t feel they have the expertise. CS-First.com offers tools to create and host clubs that can be run on an ongoing



Attendees
Packed
Chicago’s
largest ball-
room for the
traditional


Monday morning presentation of the Youth Media Awards. This year’s John Newbery Medal for the most outstanding contribution to children’s literature went to *The Crossover* by Kwame Alexander. *The Adventures of Beekle: The Unimaginary Friend*, written and illustrated by Dan Santat, won the Randolph Caldecott Medal for most distinguished American picture book for children.

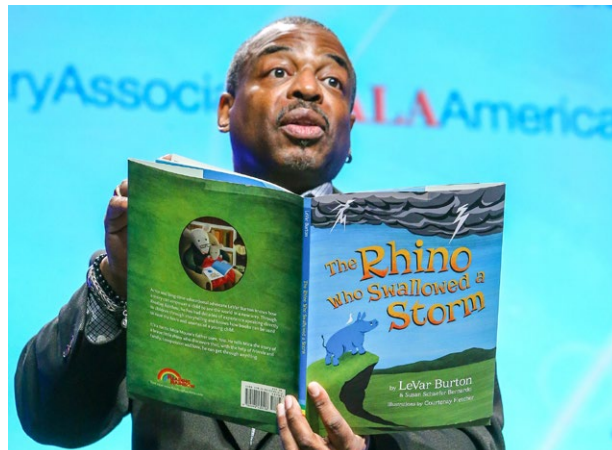
More than 20 awards were announced at the ceremony. Among the other winners were *Brown Girl Dreaming* by Jacqueline Woodson (see AL’s Newsmaker interview, p. 23) and *Firebird*, illustrated by Christopher Myers and written by Misty Copeland, which won the



Coretta Scott
King Author
and Illustrator
Book Awards,
respectively,
for outstand-

ing African-American authors and illustrators of books for children and young adults; *I Lived on Butterfly Hill* by Marjorie Agosin and illustrated by Lee White, and *Viva Frida* written and illustrated by Yuyi Morales won the Pura Belpré Author and Illustrator Awards, respectively, for books that portray, affirm, and celebrate the Latino cultural experience; and *I’ll Give You the Sun* by Jandy Nelson, winner of the Michael L. Printz award for excellence in literature for young adults.

See the full list of winners at bit.ly/AL15YMA and go behind the scenes as some of the winners get the big news at bit.ly/BehindScenesYMA15. 




From left: Actor Jason Segel discusses his new children's book, *Nightmares!*, during his Auditorium Speaker session. Former host of *Reading Rainbow* LeVar Burton reads from his new book, *The Rhino Who Swallowed a Storm*, during his Auditorium Speaker session.

ing basis or in small snippets. Made withCode.com is targeted towards girls and young women. Registrants sign up to host a "Made with Code" party and receive instructions and tools to encourage interest in computer science and coding.

CELEBRITY SPEAKERS DELIGHT

Actor and *Reading Rainbow* host LeVar Burton spoke passionately about encouraging children to read in any form or platform in his Auditorium Speaker Series presentation.

"If your kid is passionate about superheroes, then dammit, buy them comic books!" he declared. 

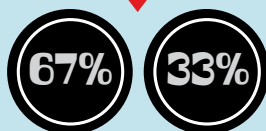
He paid tribute to fellow PBS host Fred Rogers, crediting him for showing that television had the power to be "part of a larger ministry" that could benefit children and all people. Burton read from his new children's book, *The Rhino Who Swallowed a Storm*, whose theme echoes advice that Rogers often gave: In any difficult time, there are always helpers who can get you through.

Burton credited his mother, Erma Jean, with being his first storytelling mentor. "My mother not only read to me, she read in front of me, which is an incredibly important message to send," he said.

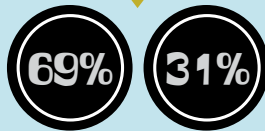
But perhaps most moving was the question-and-answer session following his speech, which was dominated by audience members thanking him for the inspiration they received from *Reading Rainbow* and his other projects. A deaf attendee told Burton of the impact *Reading Rainbow* had on her life, earning a hug from the speaker and happy tears from the rest of the room.

Actor and screenwriter Jason Segel shared *Nightmares!*, the first entry in his new children's book series, at his Auditorium Speaker Series talk. As a child, Segel suffered from night ter-

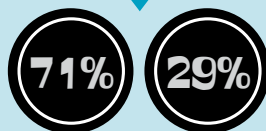
ATTENDANCE COMPARISON



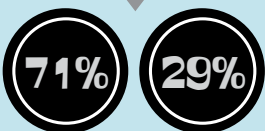
7,171 attendees 3,466 exhibitors



8,407 attendees 3,800 exhibitors




7,837 attendees 3,144 exhibitors




7,135 attendees 2,981 exhibitors

rors, dreaming that a witch was trying to eat his toes. The book stems from that experience, serving as a metaphor: Nightmares are a placeholder for any fear that holds us back, and facing those fears allows us to grow.

He also told of his admiration for creators like Roald Dahl, Tim Burton, and Pixar who can combine spookiness with humor. "It's a fine line. As a parent, you want your kid to be stimulated, but not too much," he said. "But kids like to be a little scared." 

Somali-born author and human rights activist Ayaan Hirsi Ali presented the Arthur Curley Memorial Lecture as a question-and-answer session with *Booklist* Senior Editor Donna Seaman. Hirsi Ali's book *Infidel* describes her reaction to the September 11 attacks, which occurred while she was working at the Dutch Parliament, and made her realize that acts of violence were being carried out in the name of her religion.

The thought process that says people who commit terrorism in the name of Islam are fringe elements who misinterpret Islamic texts is a state of denial, Hirsi Ali said. She argues that the actual doctrine within Islam instructs Muslims to behave in this way. She added that change is never a call by the masses.

Her new book *Heretic* comes from a more hopeful viewpoint. "In 2010, I didn't have much to go on in terms of Islam as a doctrine ever changing," she said. "But then the Arab Spring happened." If people are risking their lives to overthrow despots like Hosni Mubarak in Egypt, then it's only a matter of time until they get rid of other despots in their lives and begin questioning doctrines they previously thought unquestionable. 

TECH TRENDS

The discrepancy in computer science between boys and girls, and efforts to address it, was one of the trends identified by Library and Information Technology Association (LITA) Top

COUNCIL DISCUSSES STRATEGIC DIRECTIONS

At ALA Council's first session, councilors divided into small groups to discuss the Association's Strategic Directions: advocacy, information policy, and professional and leadership development. For each topic, they attempted to define success, identify a way to achieve it, and provide resources that could help ALA achieve it.

In regards to advocacy, the groups reported that success would entail having community stakeholders and policymakers; more funding and job security—especially for school librarians; marketing and outreach to change stereotypes of librarians; ensuring students have access to certified librarians and well-stocked libraries; increased ALA member involvement; a unified message; and making patrons advocates.

For information policy, the councilors defined success as: creating transparency about ALA to the average member; developing an educated citizenry and legislatures (state and national) that are aware of and well-versed in library issues such as privacy and net neutrality; connecting to real world issues and how people use information in their daily lives; making sure library professionals understand these complicated issues; and having nonlibrary groups join ALA in speaking for libraries.

In regards to professional and leadership development, success was defined as: more ALA investment in leadership development—especially regarding diversity; a focus on addressing disparities in leadership development; creating a career path to leadership within the Association; beginning leadership training during LIS education; combining ALA and state chapter leadership development; creating post-LIS certificates in nonlibrary subjects such as policy or marketing; and having more training available for free or with membership dues.

In other business:

Loida Garcia-Febo, Julius C. Jefferson Jr., and Mike L. Marlin were elected to three-year Executive Board terms.

Council passed a list of FY2016 programmatic priorities (CD #13.1).

Council passed a motion to revise standards for LIS master's programs (CD#10). It also passed three action items put forth by the Policy Monitoring Committee (CD#17) addressing communication to ALA members by ALA committees and Council committees; the lifespan of membership initiative groups; and the copyright interpretation of the Code of Ethics.

Julius C. Jefferson Jr., president of the Freedom to Read Foundation, presented a report (CD #22) that updated Council on the litigation cases *Antigone Books v. Horne and Arce v. Huppenthal*.

Council referred a resolution to revise the committee composition description (CD #27) back to the Committee on Organization for additional work, and passed a recommendation from the Constitution and Bylaws Committee to place an amendment to the ALA Bylaws on the spring 2015 ballot that amends article XII to use Robert's Rules of Order instead of Sturgis Standard Code of Parliamentary Procedure (CD #25).

Resolutions recognizing the 70th anniversary of UNESCO, denouncing recent attacks on the freedom of expression such as the attack on French satirical magazine *Charlie Hebdo*, urging library directors to support United for Libraries memberships for trustees, and preserving public access to scientific and technical reports available through the National Technical Information Service all passed. A resolution on the destruction of libraries and schools in Gaza (CD#32) failed, and a resolution on ALA divestment from Caterpillar, Hewlett-Packard, and Motorola Solutions (CD #34) was withdrawn.



Midwinter attendees interacting at the Networking Uncommons outside the exhibit hall.

Technology Trends Panelist Casey McCoy, program coordinator at Lincolnwood (Ill.) Public Library District. In the session, five panelists each offered two technology trends affecting libraries, including privacy and technology access.


Todd Carpenter, director of the National Information Standards Organization, observed, “2014 was the year of the hack,” adding that there have been 72 breaches of information in public institutions since 2013. And while libraries have a long history of supporting privacy, they don’t always have full control because third parties such as search engines use customer data to improve their results.

Consultant Marshall Breeding noted that access to technology is unbalanced. “You can talk about new and interesting things, but some libraries aren’t even a part of that conversation,” he said. He reported that banding together to share resources or



From left: Authors Auden Johnson, Fonda Lee, Ken Liu, and Sabaa Tahir during the dark fantasy and science fiction panel at the PopTop Stage.

joining consortia has proven to be a successful strategy for libraries without access to technology to gain some.

Library makerspaces remained a hot topic, and Mita Williams, user experience librarian at the University of Windsor (Ont.) Leddy Library, offered an introduction to the many types of creative spaces that libraries and communities are adopting. “Libraries have embraced the maker movement as their own,” Williams said, “with people at the center, not technology.” 

While the original hacker-space ethic was independent and countercultural, modern makerspaces are more open to the arts and entrepreneurship. Incubators serve small businesses and entrepreneurs by providing tools to develop prototypes and new products. Fab Labs offer access to industrial-sized machines that would normally be beyond the budget of a private citizen. And the TechShop is a privately owned, member-based workshop that provides training and machine access to members.

Polly Thistlethwaite, chief librarian of the City University of New York Graduate Center’s Mina Rees Library, and Chicago History Museum President Gary Johnson addressed digital migration at a breakfast hosted by ProQuest. Thistlethwaite highlighted JustPublics@365, an initiative that works to foster transformation on issues of social justice by connecting academics and activists through open

access to scholarship. “What’s a librarian to do? Get a repository going as quick as you can,” she said.

Johnson focused on the experience and cost of digitizing collections. “If you’ve seen microfilm turned into a digital record, it’s improved,” he said, noting that the museum became a fan when it saw the impact of searchable records of the 264 boxes and 230,000 sheets of paper from Claude Barnett, the founder of the Associated Negro Press.

IDEAS IGNITED

Midwinter hosted three Ignite Sessions—30-minute programs consisting of five-minute presentations, each accompanied by 20 slides that advance every 15 seconds.

Saturday’s Ignite Session included presentations on diversity, website optimization, and partnerships. Joe Collier, business reference librarian at Mount Prospect (Ill.) Public Library, spoke about his fascination with Chicago’s Graceland Cemetery. He was frustrated with a poor-quality map provided by the cemetery, but while he has the skills to compile and use data, he couldn’t draw a map himself, so he collaborated with cartographer Jake Coolidge. “Librarians should be doing cool projects like this, so don’t be afraid to partner with skilled non-librarians,” he said.

Monday’s session focused on low- and no-cost marketing opportunities. Mandi Goodsett, reference and instruction librarian at Cleveland State University, recommended tips for marketing to millennials, including recognition like digital badges, peer learning and teamwork, connecting the library to coursework

through pop culture, and using digital content for teaching.

Tatiana Calhamer, readers services librarian at Gail Borden Public Library in Elgin, Illinois, shared how her library adapted Denmark’s Human Library concept by reaching out to the community to find volunteers willing to share their stories, and establishing events where patrons could hear those stories by “checking out” the volunteers for 30 minutes.

T. J. Szafranski, virtual services and reference librarian at Lake Villa (Ill.) District Library, argued for adding fantasy football to library programming. Fantasy leagues are an untapped market of 33 million people that aligns with the library’s mission to connect people with their interests—and they help build community and patron research skills.

Craighead County Jonesboro (Ark.) Public Library Director of Technology Ben Bizzle also addressed marketing in his Masters Series presentation. He encouraged the audience to “try things that are a little risky”—such as the library’s SomeEcards-inspired billboards—but to back up entertaining promotion with quality programming.

Outreach to adults who struggle with basic English literacy is critical,

argued OLOS Director Michelle H. Washington and ProLiteracy Executive Director Peter Waite at the Adult Literacy through Library Engagement session. They cited a 2013 Organisation for Economic Cooperation and Development study that found that the US ranked 16th out of 26 countries in adult literacy. “That’s a shocking indictment of where we are and where we need to go,” Waite said.

Ten years ago, libraries faced increased pressure to do more with less, which led to a drop-off in programs related to adult literacy, Washington added. But with immigration reform on the national agenda, there is a growing need to teach English as a second language.

Troy “Trombone Shorty” Andrews and the New Breed Brass Band entertained the Wrap Up/Rev Up Celebration crowd with New Orleans Jazz, before Andrews talked with Story-Makers host Rocco Staino about his upcoming picture-book autobiography, *Trombone Shorty*. ▶



GREG LANDGRAF is a freelance writer living in Chicago.



The audience during Communications and Outreach Librarian Katy Kelly’s Ignite Session presentation.

Currents

■ December 7 **Sonia Alcantara-Antoine** joined Virginia Beach (Va.) Public Library as public services manager.

■ **Shirley Amore** retired as city librarian at Denver Public Library in February.

■ **Ginney Bilbray** joined Prescott Valley (Ariz.) Public Library as teen librarian in November.

■ December 1 **Drew Brookhart** became director of Columbus (Nebr.) Public Library.

■ In December **Craig Buthod**, director of Louisville (Ky.) Free Public

Library, retired.

■ **Barbara Cangiano** left James Blackstone Memorial Library in Branford, Connecticut, as associate librarian for readers' services and technology December 12 to join Wallingford (Conn.) Public Library.

■ January 1 **Molly Carver** became executive director of Sandusky (Ohio) Library.

■ **Wendy Cornelisen** recently joined the Georgia Public Library Service as assistant state librarian for library innovation and collaboration.



Sonia Alcantara-Antoine



Mirah Dow



Tim Rogers



Tessa Michaelson Schmidt

■ **Denise DiPaolo** resigned as director of Shelter Island (N.Y.) Public Library in December to become director of Montauk (N.Y.) Library.

■ In December **Jean Edwards** retired as director of Cumberland County (N.J.) Library.

■ **Jessica Everingham** recently became assistant state librarian for library development and support at Georgia Public Library Service.

■ **Lori Grumet** became city librarian of Abilene, Texas, in December.

■ **Lorraine J. Haricombe** was appointed vice provost and director of libraries at the University of Texas at Austin February 1.

■ **Monroeville (Pa.)** Public Library appointed **Nicole Henline** as director, effective early 2015.

■ **Janette Johnston** retired as youth services manager at Round Rock (Tex.) Public Library in December.

■ **Christopher LaRoux** recently left as director of Greenville (R.I.) Public Library to become director of Warwick (R.I.) Public Library.

■ **Suzanne Lasha** was promoted to director of

Cañon City (Colo.) Public Library in December.

■ **Warren-Newport** Public Library District in Gurnee, Illinois, appointed **Ryan Livergood** as executive director November 24.

■ In November **Lynn McNeil** became assistant teen librarian at Prescott Valley (Ariz.) Public Library.

■ **Shayna Muckerheide** became public services manager at Cleveland Public Library's Lorain branch November 17.

■ December 1 **Blythe Ogilvie** started as director of Richfield (Utah) Public Library.

■ **Bronwyn Parhad** retired as children's librarian at Winnetka (Ill.) Library November 15.

■ **Katherine M. Risetto** joined Briarcliffe College in New York as librarian for its Patchogue and Bethpage libraries December 8.

■ January 15 **Tim Rogers** began as executive director of Metropolitan Library System in Oklahoma City.

■ November 13 **Jane Sanchez** was appointed chief of the Library of Congress's Humanities and Social Sciences Division.

CITED

■ **Mirah Dow**, professor in the School of Library and Information Management at Emporia (Kans.) State University, received the Kansas Association of School Librarians Vision Award at its conference in October.

■ **Hartford (Conn.) Public Library** received the US Small Business Association's Eagle Award as an outstanding resource October 29.

■ The Geoscience Information Society awarded **Lura E. Joseph**, content access and research services librarian at the University of Illinois at Urbana-Champaign, its Mary B. Ansari Distinguished Service Award in October.

■ **Tessa Michaelson Schmidt**, youth and special services consultant for the Wisconsin Department of Public Instruction in Madison, was named 2014 Librarian of the Year by the Wisconsin Library Association.

■ **Jay Turner**, director of continuing education for Georgia Public Library Service, received the Georgia Library Association's Nix-Jones Award for substantial contributions to the library profession October 2.

- **Karen G. Schneider** became dean of the library at Sonoma State University in Rohnert Park, California, January 12.
- November 1 **Bernadette Scott** became librarian of the City of Grand Junction, Tennessee.
- December 27 **Pamela Sieving** retired as informationist at the National Institutes of Health Library in Bethesda, Maryland.
- In December **Derek J. Stalcup** left Simi Valley (Calif.) Public Library as head librarian to become a librarian at Ventura County (Calif.) Library.
- January 1 **Jennifer Wann** became director of Bolivar County (Miss.) Library System.
- In November **Derek Wolfgram** was named director of Redwood City (Calif.) Public Library.

At ALA

- **Gregory L. Calloway** retired as associate executive director of finance February 6.
- January 12 **Keri Cascio** joined ALA as executive director of the Association for Library Collections and Technical Services.
- **Gillian Engberg**, *Booklist* Books for Youth editorial director, left ALA December 5.



Jay Turner



Derek Wolfgram

- **Daniel Kraus** was appointed Books for Youth editor at *Booklist* in December.
- **Kirstin Krutsch McDougall**, senior production editor for ALA Production Services, left November 25.

- November 10 **Lisa Lindle** joined the Office of Government Relationships as grassroots coordinator.
- November 10 **Kevin Maher** joined the Office of Government Relations as lobbyist and assistant director.

- **Brad Mueller**, assistant director of the Development Office, left ALA December 8.
- October 13 **Kara O'Keefe** became membership marketing manager for the Public Library Association. ■

OBITUARIES

- **Julia Blixrud**, 59, assistant executive director for scholarly communication at the Association of Research Libraries (ARL), died October 29. She joined the ARL staff in 1996 and worked with many of its programs, including providing staff support to its Membership and Advancing Scholarly Communication committees.
- **Pearl Ellis**, 99, librarian at Southwestern Bible School in Waxahachie, Texas, until her 1991 retirement, died November 5.
- **Margaret E. Esser**, 66, who had previously worked as a librarian at the Environmental Protection Agency in New Jersey, died October 30.
- **Roger Greer**, 86, a library educator for 31 years, died November 9. Greer served as dean of library science at Syracuse (N.Y.) University and the University of Southern California, and also taught courses at the University of Denver, Rutgers (N.J.) University, and Emporia (Kans.) State University.
- **Patricia Gustafson**, 85, a librarian at Rugby (N.Dak.) Elementary School from 1967 to 1990 and at Wolford (N.Dak.) School from 1990 to 2013, died October 21.
- **James R. Housel**, 97, city librarian at Ontario (Calif.) Public Library until his 1980 retirement, died November 5.
- **Mary Lawson**, 68, a librarian at Minneapolis Public Library for 30

years until her 2002 retirement, died December 10. Lawson became director of the library in the mid-1990s, and she was responsible for upgrading computer systems, starting the Franklin Learning Center to support adult learners, and initiating the Readmobile/Bookmobile program in cooperation with Hennepin County Library.

- **Diane Kathryn Pierson Monnier**, 70, a children's librarian for most of her career at Montgomery County (Md.) Public Library, died November 3.
- **Judith Mae Pryor**, 73, a librarian for the University of Wisconsin at Parkside for 43 years until her 2001 retirement, died October 26. Pryor authored university textbooks and provided keynote speeches at many library conferences.
- **Marilyn M. Riter**, 87, community librarian of the Dundee branch of Monroe County (Mich.) Library System for more than 20 years until her 1993 retirement, died November 19. Riter was an avid genealogist and traced her mother's family back to the 1600s.
- **Mike Starceovich**, 58, retired librarian at Powell (Wyo.) High School and Powell Middle School for 28 years, died October 25.
- **Joanna Whitmire**, 36, librarian at La Vergne (Tenn.) Lake Elementary since it opened in 2007, died November 20.

Send notices and color photographs for *Currents* to Mariam Pera, mpera@ala.org.

Diversity on My Mind

Reflecting the world in which we live

by Abby Johnson

Is diversity on your mind? It needs to be. In our increasingly global society, it's important that children are exposed to ways of life outside their own and that they see themselves reflected in the literature they access. Children's librarians have an important role to play here. As gatekeepers, we have control over what books our communities and students might be exposed to. It's not enough to follow the conversation on diversity. We need to consciously think about how we're including diverse literature in programs, book lists, readers' advisory, presentations, and displays until it becomes second nature.

Diverse books reflect the varied experiences of people around the world, including people of color, people with disabilities, people with a variety of religious beliefs, and people on the GLBTQ spectrum. The American Library Association and many library cultural organizations, like the American Indian Library Association, recognize outstanding books each year that may be a good springboard for discovering diverse literature.

Include diversity in the goals you're setting for your library or department. Keep those goals in front of you and check them often to make sure you're on track. You may aim to include diverse elements in a certain percentage of your programs. You may want to partner with community groups to offer larger cultur-

al celebrations. You may evaluate your collection and identify areas that are lacking: Do you have board books that feature people of color? Do your chapter books reflect today's global world? Setting ongoing goals and keeping them in front of you is essential. By making diversity a priority, you may be able to achieve more than you thought you could. The Cooperative Children's Book Center at the University of Wisconsin—Madison has a list of "50 Multicultural Books Every Child Should Know" (bit.ly/UWCCBC50).

Having diversity at the forefront of your mind can help get you into the habit of seeking out and noting diverse books, especially as you're ordering. Make special consideration for these books when you're weeding and maintaining your collection, and think about its balance. Have your predecessors collected for a diverse community?

Ask yourself if your community can see itself reflected in your library. If you don't work in a particularly diverse area, you should still feature a wide range of books. Especially in places where kids don't often have the chance to meet and interact with children who are different from them, books can offer a special opportunity to expose children to cultures and lives that are different from their own.

Remember to include a varied selection of books in your storytime programs. There are diverse books that fit seamlessly into storytime themes you're probably already us-



Children's librarians are the community's gatekeepers to the wider world.

ing. Use Roseanne Thong's *Round Is a Mooncake* when you talk about shapes. Add *The Cazuela That the Farm Maiden Stirred* by Samantha Vamos when you're talking about food or cooking. Spike Lee's *Please, Baby, Please* has a great rhythm and showcases many familiar situations for your baby storytime crowd.

As part of your balanced book-talking diet, your booktalks should not only include different genres and formats but also books that feature diverse characters and subjects. You don't need to book talk these books specifically as "diverse titles," but just as books your kids will want to pick up and read. Author Grace Lin has created a "Cheat Sheet for Selling Diversity" that provides some examples (bit.ly/SellDiv).

If you haven't already, check out the great work that the We Need Diverse Books campaign is doing. It provides resources you can use to make a difference in your library, including resources for seeking out diverse books and read-alikes for many of your patrons' favorites.

There is always time to increase the diversity of your collections. Your patrons will appreciate it. ■

ABBY JOHNSON is children's services/outreach manager at New Albany–Floyd County (Ind.) Public Library. Find her at abbythelibrarian.com.

Career Leads from

ALA JobLIST 
joblist.ala.org

Hardin-Simmons University invites applications for the position, **Dean of University Libraries**. The Dean is responsible for all facets of the operation of the two university libraries, the Richardson Library and the Smith Music Library. In addition, the Dean serves on the Administrative Council for the Abilene Library Consortium comprised of Hardin-Simmons University, Abilene Christian University, McMurry University, Howard Payne University, and the Abilene Public libraries. **For more information and application instructions, please see <http://www.hsutx.edu/employment/applicants/faculty>.**

CONTACT Email joblist@ala.org or call 800-545-2433, Katie Bane, ext. 5105. Career Leads, American Libraries, 50 E. Huron St., Chicago, IL 60611; fax 312-337-6787.

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Librarian's Library

Storytelling for kids, teens, and even adults

by Karen Muller

In December 2014, the New Jersey State Library predicted “Five Public Library Marketing Trends to Expect in 2015.” One is “visual storytelling.” We’ve seen the rise of this in social media and online news. Do we even read the story now if there is no accompanying picture? But it is the *story* that is important. Aesop used fables to teach a particular character trait; similar stories are used today to

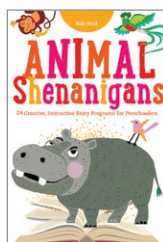


Do we read the story now if there is no picture?

help children learn how the world works. Myths explained physical phenomena in the absence

of scientific knowledge. Television dramas entertain, and human interest stories can compel us to make charitable contributions.

In libraries, we associate storytelling with children’s services. In *Animal Shenanigans: Twenty-Four Creative, Interactive Story Programs for Preschoolers*, an array of four-legged, no-legged, winged, scaled, and feathered friends unleash curiosity and learning. Using a combination of high-quality picture books, fingerplays, movement activities, songs, and games, these ready-to-use, mix-and-match lesson plans focus on universal themes such as family,



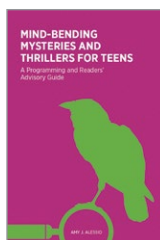
friendship, and school. While designed for preschoolers, the plans can be adapted for children in the primary grades.

ALA EDITIONS, 2015. 248 P. \$50. 978-0-8389-1271-3

Librarians serving teens can benefit from guides such as *Mind-Bending Mysteries and Thrillers for Teens: A Programming and Readers’ Advisory Guide*.

More than a readers’ advisory, this guide includes programming ideas, puzzles, a mystery dinner script, marketing tips, and booktalk suggestions.

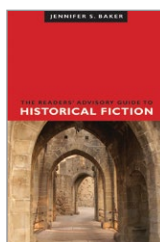
ALA EDITIONS, 2014. 152 P. \$52. 978-0-8389-1204-1



Historical fiction remains a popular genre for adult readers. *The Readers’ Advisory Guide to Historical Fiction*

gives an overview of its roots, highlighting foundational classics, and explores the genre in terms of its scope and style. In addition to providing ways to analyze what appeals to the individual reader in order to make future reading selections, it includes lists of recommendations, along with additional print and online resources.

ALA EDITIONS, 2014. 352 P. \$49. 978-0-8389-1165-5



Stories and storytelling have a larger role in our professional lives than

programming and readers’ advisory services. Stories are one way in which implicit knowledge is transferred. Capturing that knowledge and

structuring it to be leveraged for organizational learning is part and parcel of knowledge management (KM). *Designing a Successful KM Strategy: A Guide for the Knowledge Management Professional* is written for the KM professional in a business setting. Elements of the strategy, which includes understanding the strategically important organizational activities and the knowledge areas that support them, engaging the stakeholders, and incorporating change management principles, are applicable to any organization building an intranet or restructuring a website for service delivery.

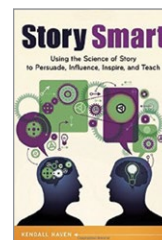
INFORMATION TODAY, 2015. 224 P. \$59.50.

978-1-57387-510-3 (ALSO AVAILABLE AS AN EBOOK.)



We also tell stories to persuade or form the basis for advocacy. In *Story Smart: Using the Science of Story to Persuade, Influence, Inspire, and Teach*, Kendall Haven analyzes what

makes an effective story. Haven uses the principles of neuroscience behind persuasion and influence to help explain how stories inspire, enlighten, or educate. He also provides the eight



essential elements of a story—characters, traits, struggles, etc.—as well as “story snares” to avoid.

LIBRARIES UNLIMITED, 2014. 174 P. \$40.

978-1-61069-811-5 (ALSO AVAILABLE AS AN EBOOK.)

A particularly modern form of story is the Technology, Entertainment, Design (TED) talk. Most of us may never deliver one, but the keys to a good TED talk are explained in *How to Deliver a TED Talk: Secrets of the World's Most Inspiring Presentations*. The elements—content, delivery, and design—form the core of the book, as well as parts that can be used to persuade your board to adopt a new program, to sell your budget, to inspire volunteers, or to calm preschoolers at storytime. What makes a TED talk good is that its idea is presented in a story that's worth telling.

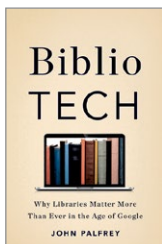
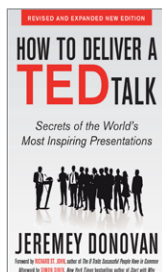
MCGRAW-HILL, 2013. 208 P. \$22. 978-0-07183-159-8

Finally, we have John Palfrey's *BiblioTech: Why Libraries Matter More Than Ever in the Age of Google*. Formerly a law professor, then founding chairman of the Digital Public Library of America, and now head of school at Phillips Academy in Andover, Massachusetts, Palfrey uses stories to demonstrate the importance of information in our 21st-century world. He argues for the crucial role libraries play in ensuring that information remains available and that they must meet their communities' needs now and in the future.

BASIC BOOKS, 2015. 240 P. \$26.99.

978-0-465-04299-9

KAREN MULLER is librarian and knowledge management specialist for the ALA Library.



THE BESTSELLERS LIST

THE TOP-SELLING BOOKS FROM ALA PUBLISHING (SINCE JANUARY 1, 2015)

TOP 3 IN PRINT



1. Preserving Our Heritage: Perspectives from Antiquity to the Digital Age

Michele Valerie Cloonan, editor

Drawing on historical texts, this sweeping yet accessible volume provides a broad understanding of preservation for librarians, archivists, and museum specialists, as well as related LIS and continuing education classes.



2. Reference and Information Services: An Introduction, 3rd edition

Kay Ann Cassell and Uma Hiremath

As librarians experience a changing climate for all information services professionals, Cassell and Hiremath provide the tools needed to manage the ebb and flow of changing reference services in the 21st century.



3. The Power of Play: Designing Early Learning Spaces

Dorothy Stoltz, Marisa Conner, and James Bradberry

In this hands-on guide, an early childhood specialist, a designer, and an outreach librarian take you step by step through the process of designing an early learning space that fits your space limitations and budget.

TOP 3 IN EBOOKS



1. Artsy Toddler Storytimes: A Year's Worth of Ready-to-Go Programming

Carol Garnett Hopkins

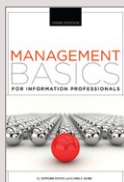
Designed for children ages 1–3 years old, the book's 52 storytimes promote prereading skills such as print motivation, vocabulary, and narrative skills.



2. Fundamentals of Collection Development and Management, 3rd edition

Peggy Johnson

In this sweeping revision of a text that has become an authoritative standard, expert instructor and librarian Johnson addresses the art of controlling and updating library collections, whether located locally or accessed remotely.



3. Management Basics for Information Professionals, 3rd edition

G. Edward Evans and Camila A. Alire

Reflecting the rapidly changing information services environment, the third edition of this bestselling title offers updates and a broader scope to make it an even more comprehensive introduction to library management.

Easy Student Searches

DK breathes life into learning

Educational publisher DK has launched a free online encyclopedia for children ages 7–11 for use at home and in the classroom. Dubbed DKfindout!, the site brings DK's visual approach to learning to the internet, using sound, video, animation, quizzes, and interactive features to connect with a variety of learning types. It is accessible via desktop computers, tablets, and mobile devices.

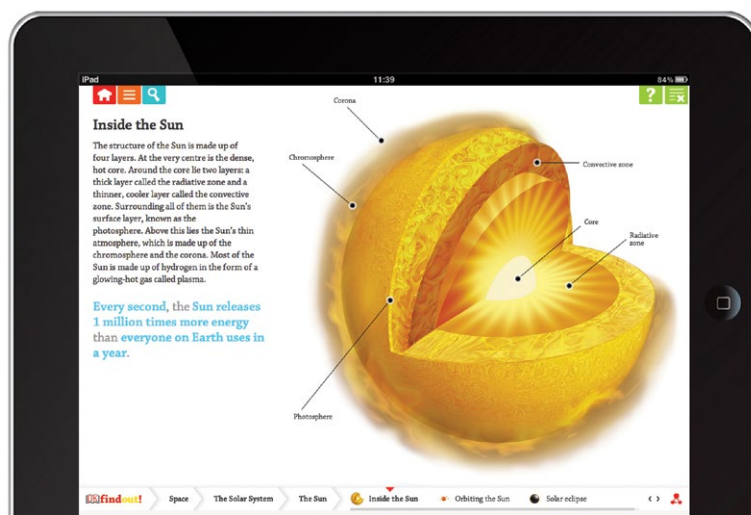
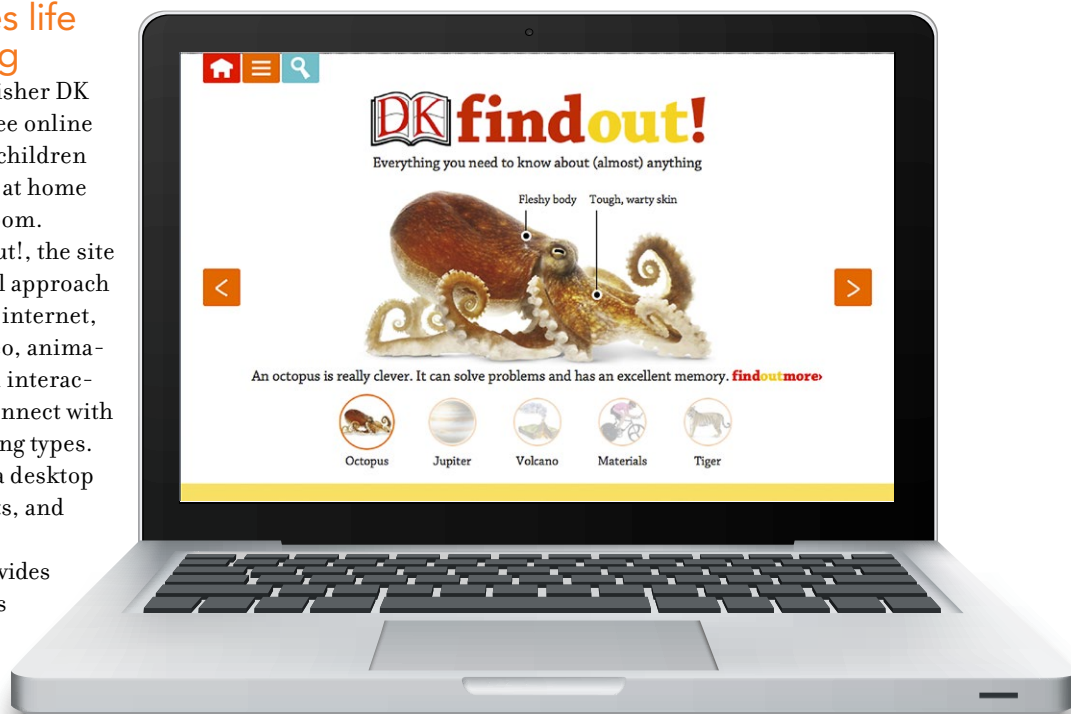
DKfindout! provides children, as well as parents and teachers, with information on core educational topics, from science and mathematics to geography and history. Hundreds of quiz questions are available for each topic. The content is updated for accuracy and to reflect any changes in teaching practices throughout the year.

The site's navigation is image-led and intuitive. Users can follow direct

routes to find information or jump between related subject areas. The variability allows for the creation of unique pathways that show the interconnectivity of information. The multimedia presentation enhances this dynamic learning experience. A comprehensive search engine aug-

ments the visual navigation.

Information for parents and a password-protected area where educators can use DKfindout! content to create lesson plans are also featured on the site. For more information and demonstrations, visit dkfindout.com.



Gale for kids

Gale Cengage has redesigned its Kids InfoBits database to support 21st-century learning.

Kids InfoBits provides K–5 students access to curriculum-related reference content, magazines, newspapers, maps, charts, graphs, and more than 13,000 searchable images. Large, colorful images guide users through levels of information, while a keyword subject search takes more

GABRIEL LOGAN CREATES PLAY SPACES

Product: Custom-built play structures for library kids' sections, manufactured by Gabriel Logan Manufacturing Solutions, gabriellogan.com



Details: Gabriel Logan builds wood structures to fit a library's space, needs, and budget. In this case, they built a child-sized yellow school bus, complete with a steering wheel and several seats, and blue-and-black police car.

User (pictured): Don W. Barlow, executive director, Westerville (Ohio) Public Library

How do you use Gabriel Logan's fixtures? In renovating our youth and teen services departments, we wanted to develop a community engagement environment with interactive elements. Gabriel Logan provided us the opportunity to incorporate a school bus and police car with a working police light. The Westerville school bus and police car were an immediate success with our young customers.



How do they serve Westerville Public Library's needs?

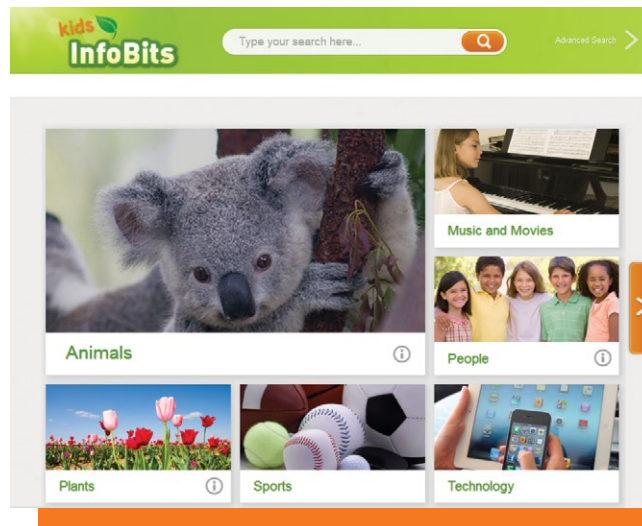
They helped us bring the community into our library in a very visible and interactive way. Kids love to sit in the school bus and browse picture books and put together puzzles from our puzzle collection. They love the police car, especially the red emergency light that lights up on top of the car. It was a smart move not to include a siren with the light. It is used so much that we are on the third light bulb since we installed the fixture. The kids have the light on every minute the library is open.

What are the main benefits? The main benefit is engagement of the kids. They love to come into the library because of the new design. They read more books, spend more time in the collections, and are better prepared to enter school with reading skills.

What would you like to see improved or added? The only suggestion I have is to use a commercial grade light for the police car that can handle the incredible use and demands our kids place on the unit.

experienced researchers directly to the information they need. Advanced searches yield more specific results, and breadcrumb trails show the steps taken to arrive at a particular page. All results matching an inquiry are tabulated by source type. Users choose a source and are presented with citations corresponding to the information. Clicking on the citation enables researchers to access results from Gale's content offerings.

The updated Kids InfoBits design features a modern graphic interface,



improved navigation, and updated content, as well as new content on weather, natural disasters, and US

states, and content from the Blackbirch Kid's Visual Reference of the United States. New tools include the ability to share content over social media; EasyBib integration and improved citation tools; text translation into 12 languages; and ReadSpeaker text-to-speech functionality, which plays translated text.

Kids InfoBits is available for school and public libraries. For more information or to request a free trial, visit gale.cengage.com/InfoBits. ■

To have a new product considered for this section, contact Phil Morehart at pmorehart@ala.org.



LIBRARY OF DELIGHT

TOWN RALLIES TO SIGN DECLARATION

Delight, Arkansas, probably best known as the boyhood home of singer Glen Campbell, boasts a one-room library that serves five towns in Pike County. When then-ALA President Barbara Stripling and Ruth Hyatt of the Arkansas State Library asked individuals to sign a Declaration for the Right to Libraries, Delight Library's sole librarian, Ginny Evans, answered the call. On February 14, 2014, she hosted a party, and 85 patrons signed the declaration. While it might not be the most signatures on any declaration, the number was significant, as the town's population was just 279 in the 2010 census.

Evans loves involvement with the community. "We

don't have an arts council, we don't have a chamber of commerce, we have little Delight library."

The declaration signing party was so successful, Evans told Stripling that she plans to repeat it "for at least another 15 years" when she'll be ready to retire. She's 73.

The Bookend showcases librarians, their work, and their work spaces. For consideration, please send high-resolution images and any press material to americanlibraries@ala.org.



active
passive
public
private
digital
analog
formal
informal
calm
energetic
social
quiet
choice

the new library

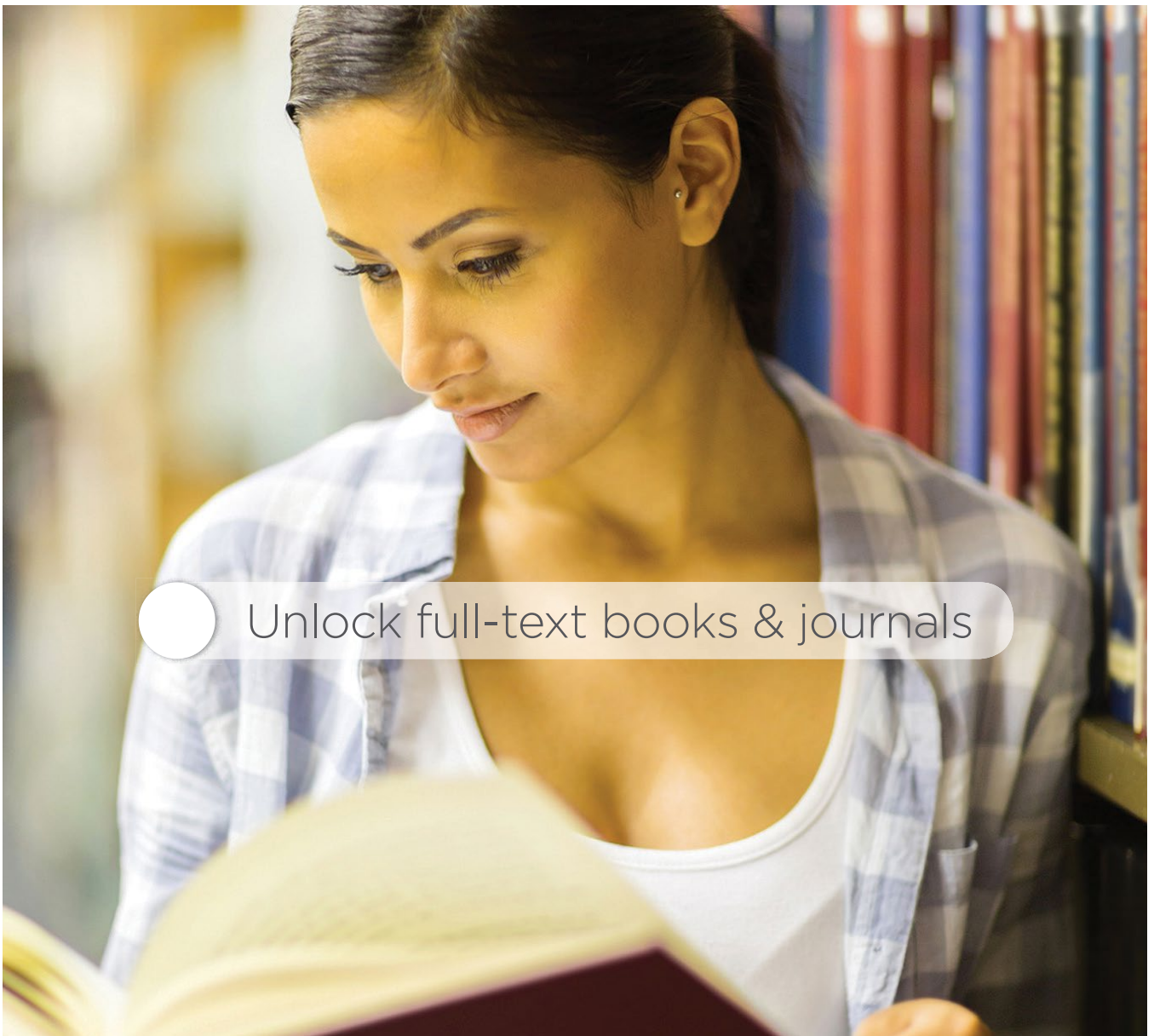
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